

LB

1511

58

SPRINGFIELD, ILLINOIS

COURSE OF STUDY

WITH SUGGESTIVE METHOD

FOR

THE PRIMARY GRADES



Publishers
Board of Education
Springfield, Illinois

PRICE \$1.00

SPRINGFIELD, ILLINOIS

COURSE OF STUDY

WITH SUGGESTIVE METHOD

FOR

THE PRIMARY GRADES



Prepared by
THE PRIMARY TEACHERS
of the Springfield, Illinois, Public Schools
Under the Direction of the Primary Supervisor
M. ETHEL BROWN, Ph. B.

Publishers
Board of Education
Springfield, Illinois

PRICE \$1.00

LB 1511
.S8

Copyright August, 1922—By
M. ETHEL BROWN
All Rights Reserved
Published August, 1922

©CLA683145

SEP -9 1922

220.1.

240 Dec 5, 1922

INTRODUCTION.

It was not so many years ago that the superintendent of schools was expected to write the Course of Study for a city school system. Such a Course of Study, no matter how excellent, would be taught rather than applied by the teachers who used it. Experience has shown that a better plan is to invite the teachers in a school system under the guidance of supervising officers to express themselves in reference to content and method as based on experience, local environment, and application of suggested theory. The product may not be so impeccable but it will be more usable as it represents the teachers' cumulative and expressed agreement as to best content and methods.

The superintendent of schools is responsible for the perfecting of the organization that produced this Course of Study under the more direct and immediate guidance of Springfield's capable primary supervisor, Miss M. Ethel Brown, who came to us this year direct from a department of grade teaching after having previously served in the capacity of supervisor both in the field and in training schools. I feel sure however, that Miss Brown accords the greater credit, as it should be, to the Springfield primary teachers who have labored so faithfully to make this a usable book for the benefit of Springfield children who are taught in the primary grades.

I. M. ALLEN,

Superintendent of Public Schools.

A NOTE TO THE PRIMARY TEACHERS.

The Course of Study which represents our extra work this year is ready for the press. As you use it this next year I think you will feel as I do that although it is not a finished product yet it contains much to help us at all times.

On the blank pages bound within the book, kindly record as you use the course, your suggestions in the line of corrections, omissions or additions toward our future revision.

The material within the book comes from our local teachers so if there is anything you wish to follow up more extensively you can call the chairman of the committee or me and locate the desired author. Then with private visits or visiting days you can get the explanations you wish.

Please accept each and every one of you my deep appreciation for your fine cooperation and your faithful, persistent work in accomplishing so much in so short a time. Your attitude and work throughout the year speak well for the future achievements of our department.

M. ETHEL BROWN.

COURSE OF STUDY COMMITTEES.

JUNIOR PRIMARY (ENTIRE COURSE).

ANNE MARY ALLEN.	DOROTHY MATLOCK.
EDNA CECELY MOE.	ELMA J. PEEK.
RUBY E. HANDSHY.	CLARA RAKOW.
EMMA H. DAY.	EVA W. CLEAR.

GRADE READING COMMITTEE.

Chairman—ESTELLE LAWLER.

FIRST GRADE.

ADELINE E. BELL (sub-chairman).	JENNIE M. RIDGEWAY.
ANNIE D. JACK.	CORDIE GUSTIN.
MARY E. DODD.	CLARA C. SCHUM.
ILA VINCENT.	MARY AMBS.

SECOND GRADE.

RHEA BEAM (sub-chairman).	MINNIE M. KNOX.
SUSIE KIRK.	RHODA B. MUTTER.
MARGIE E. MORTON.	NORA WATKINS.
HANNAH M. FISHER.	FONTELLA BARTON.

THIRD GRADE.

GERTRUDE SMALLEY (sub-chairman).	VIRGINIA BOUCHARD.
MARGARET EDDINGTON.	ELIZABETH CASEY.
MARGUERITE McTAGGART.	KATE E. BUTTERLEY.
GERTRUDE SIMPSON.	

WORD STUDY.

HELEN H. GANT (sub-chairman).	EVELYN D. KELLY.
ANNETTE BAXTER.	MATA SIMPSON.
MARGARET KERR.	

PHONIC COMMITTEE.

Chairman—EMI JOHNSON.

FIRST GRADE.

ETHEL MUNAL (sub-chairman).	KATE G. MYERS.
MRS. H. O. BARNES.	DORA GREB.
DAISY M. MAUPIN.	CLELLA SADLER.
MABEL RIPPEY.	

SECOND GRADE.

BERTHA M. CHAPMAN (sub-chairman).	AVA MADDOX.
	EDA NELSCH.
IRENE WHEELER.	BABETTE E. ENRIGHT.
GRACE BOHNHURST.	OLIVE F. SAUNDERS.

THIRD GRADE.

DELIA BOLAND (sub-chairman).	ELLEN KIGER.
BERTHA CRESSEY.	MARGUERITE BEECHLER.
GRACE H. KRAUS.	AMANDA WESSEL.
MARGARET BOSE.	MERLE ROOT.

ARITHMETIC COMMITTEE.

Chairman—VERNA WATSON.

FIRST GRADE.

IRENE WISEMAN (sub-chairman).	ANNA R. FULLENWIDER.
JESSIE CASEY.	JESSIE B. WEBER.
RUTH L. PAINE.	

COURSE OF STUDY COMMITTEES.

SECOND GRADE.

MABEL NEHR (sub-chairman).	MARIE EVANS.
LENA HERNDON.	ROBERTA S. CLEARY.
FAY L. CANTRALL.	

THIRD GRADE.

OPEL RIPPEY (sub-chairman).	BEATRICE TOLAN.
ESTHER L. COHEN.	EUNICE ASHMORE.
M. HAMMON.	LATITIA LAFAUCE.
GERTRUDE GRIFFIN.	ERNESTINE FETZER.

SEAT WORK COMMITTEE.

Chairman—ORPILA WAGNER.

FLOY SIERMAN.	IDA REED.
HELEN W. CLARKE.	NELLIE HALBROOK.
MARGUERITE DELANO.	CORA BURNETT.
FLORENCE BREEN.	NENA FORTH.
CLARA MISCHLER.	JEANNETTE SMITH.
VELMA SPOONER.	RENA HOLZ.
MILLICENT JONES.	HELEN WERNER.
INEZ INCHES.	

HISTORY, GEOGRAPHY AND NATURE STUDY COMMITTEE.

Chairman—M. HAMMON.

RHODA MUTTER.	LENA HERNDON.
VIRGINIA BOUCHARD.	RENA HOLZ.
GRACE H. KRAUSE.	RUTH L. PAINE.

STORY COMMITTEE.

Chairman—RUTH RICHARDSON.

GERTRUDE GRIFFIN.	ILA VINCENT.
ANNETTE BAXTER.	GERTRUDE SIMPSON.
MARGIE MORTON.	

POETRY COMMITTEE.

Chairman—MARGARET KERR.

EUNICE ASHMORE.	Fontella Barton.
GRACE BOHNHURST.	VELMA SPOONER.
MARGUERITE McTAGGART.	

GAMES COMMITTEE.

Chairman—EVELYN KELLY.

ANNIE JACK.	JENNIE RIDGEWAY.
OLIVE SAUNDERS.	MARION BLATTER.

TABLE OF CONTENTS.

Introduction	3
Note to Primary Teachers.....	4
Committees	5-6
Table of Contents.....	7-9
Teachers' Creed	10

PART I—COURSE OF STUDY FOR GRADES I, II, III.

PAGE.	
CHAPTER I—LANGUAGE ARTS.....	11-99
READING—First Grade, pp. 11-36; Second Grade, pp. 36-43; Third	
Grade, pp. 43-50.....	11-58
I. Aims.	
II. Subject Matter.	
III. Method with Plans.	
IV. Tests.	
V. Book Lists	50-56
a. Supplementary Readers	50
First Grade.	
Second Grade.	
Third Grade.	
b. Reference Books for Children's Reading Table.....	52
First Grade.	
Second Grade.	
Third Grade.	
VI. Incentives and Devices.....	56
VII. Cautions and Suggestions.....	56
VIII. Reference Books for Teachers.....	57
LITERATURE	58-89
A. Poem Study	58-64
Selection of material.	
Requirements.	
Material.	
a. To be memorized.	
b. To be read to children.	
B. Story Work	64-89
Selection of material.	
Story lists with references.	
a. To tell to children.	
b. To read to children.	
c. For children to learn to tell.	
d. For children to dramatize.	
e. For children to read to each other.	
f. As a basis of original written stories.	
HISTORY, GEOGRAPHY, NATURE STUDY AND HEALTH LESSONS.....	90-99
A. People Study	90
Material by grades.	
Working Outline.	
B. Field Trips	94
Outline by grades.	
Material.	
C. Books to Use as Basis of Conversational Lessons (by grades) ..	96
D. Geography	96
General Outline.	
E. Nature Study	97
General Outline by Grades.	
F. Health Lessons	98
G. Reference Books for Teachers.....	99

	PAGE.
CHAPTER II—DRILL SUBJECTS.....	105-185
WORD STUDY	105-123
I. Aims.	
II. Subject Matter.	
III. Method with Plans.	
IV. Tests.	
V. Incentives and Devices.....	119
PHONICS	123-150
I. Aims.	
II. Material.	
a. Equipment.	
b. Work to be accomplished by grades.	
a. Phonograms to be learned.	
b. Phonetic word lists for drill.	
III. Method with Plans.	
IV. Tests.	
V. Reference for Children.....	147
VI. Drills and Devices.....	147
VII. Cautions and Suggestions.....	149
VIII. References for Teachers.....	150
LANGUAGE FORMS	150-152
A. Attainments in Writing and Page Form.	
B. Attainments in Composition Mechanics.	
C. Attainments in Composition Technicalities.	
D. Attainments in Spelling.	
E. Attainments in Grammar.	
F. Attainments in Correct Usage.	
PENMANSHIP	150
A. Reference.	
SPELLING	152-155
I. Aims.	
II. Subject Matter by Grades.	
III. Method.	
IV. Tests.	
ARITHMETIC	155-185
I. Aims.	
II. Subject Matter by Grades.	
III. Method with Plans.	
IV. Tests.	
V. Reference Books	170
A. For Teachers.	
B. For Children.	
VI. Devices	172
A. Flash Cards.	
B. Blackboard.	
C. Games.	
D. Seat Work.	
CHAPTER III—SPECIAL ARTS.....	185-198
DRAWING	185
Outline by Grades.	
HANDWORK	186
Outline for Third Grade.	
MUSIC	187
Outline by Grades.	
I. Aims.	
II. Material.	
III. Method of Procedure.	
IV. Attainment.	

	PAGE.
CHAPTER IV—SEAT WORK.....	198-231
A. Suggestions for Preparing and Caring for Seat Work Materials..	198
B. Devices for Vocabulary Work.....	199
C. Correlated with Drawing.....	212
D. For Using Letter Cards.....	216
E. Requiring Writing	218
F. Correlated with Number.....	219
G. Reference Books	226
CHAPTER V—GAMES (For quick rest work).....	231-244
SUGGESTIONS WITH REFERENCES PER GRADE—	
A. Games.	
B. Story Plays.	
C. Activities.	
CHAPTER VI—GENERAL REFERENCES FOR TEACHERS.....	244

PART II—COURSE OF STUDY FOR JUNIOR PRIMARY.

CHAPTER I—HOME AND COMMUNITY LIFE.....	249
I. Aims.	
II. Subject Matter.	
III. Method.	
IV. Tests.	
CHAPTER II—MANUAL ARTS.....	257
I. Aims.	
II. Subject Matter.	
III. Method.	
IV. Tests.	
CHAPTER III—ART	259
I. Aims.	
II. Subject Matter.	
III. Method.	
IV. Tests.	
CHAPTER IV—NATURE STUDY.....	261
I. Aims.	
II. Subject Matter.	
III. Method.	
IV. Tests.	
CHAPTER V—MUSIC	263
I. Aims.	
II. Subject Matter.	
1. Songs.	
2. Rhythms.	
a. Piano.	
b. Phonograph.	
III. Appreciation.	
a. Piano.	
b. Victrola.	
IV. Singing and Action Games.	
CHAPTER VI—LITERATURE	271
I. Aims.	
II. Subject Matter.	
a. Piano.	
b. Poems.	
III. Method.	
IV. Tests.	

THE SCHOOL TEACHERS' CREED.

"I believe in boys and girls, the men and women of the great to-morrow, that what-so-ever the boy soweth the man shall reap. I believe in the curse of ignorance, in the efficacy of the schools, in the dignity of teaching, and in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of a printed book; in lessons taught, not so much by precept as by example; in ability to work with the hands as well as to think with the head in everything that makes life large and lovely. I believe in beauty in the school room, in the home, in the daily life, and in the out-of-doors. I believe in laughter, in love and in faith, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living."

—Selected.

PART I—COURSE OF STUDY FOR GRADE I, II, AND III.

CHAPTER I. LANGUAGE ARTS.

READING IN FIRST GRADE.

I. AIM:

1. To create in every child a desire to read.
2. To so vitalize the reading exercises that the child "may learn to read as naturally as he learns to talk, and for exactly the same reasons; from a desire to find out something or to tell something."
3. To arouse and train the child to an appreciation of the best literature, by use of content stories.
4. To overcome the mechanics involved and train in right reading habits.
5. To have the child get the thought by silent reading; use good expression and clear enunciation in oral reading; want to give other expression to his reading acquisitions. (See seat work based on reading.)

II. SUBJECT MATTER:

Pre-primer material must be interesting and suited to child's ability.

Basal text I-B.....Winston Primer.

Basal text I-A.....Winston First Reader.

Minimum supplementary books for I-B—Two.

Minimum supplementary books for I-A—Three.

III. METHOD:

Keeping general aims in mind the teacher may use a method which is a combination of rhyme, action, story, thought and phonetics, suiting this to the children, and to the different types of reading.

a. Varying types of reading in first grade:

1. Pre-primer reading; blackboard and chart.
2. Developmental from blackboard and book.
3. Silent reading from blackboard, book, and charts.
4. Sight reading from blackboard and book.
5. Review reading from book.

Selections from available texts should be used to present varying types.

Use easy parts of several primers, then come back to same books as pupils' ability increases.

b. Time: proportion for reading in each group about forty minutes per day, with extra period for coaching.

Through this course, grade means year's work: as III Grade.

Class means semester's work; as III A class means advanced third grade.

III B class means beginning third grade.

Group means one of the two or three divisions within the class arranged as to the ability of children; groups 1, 2, or 3.

IV. TESTS:

Teachers can easily formulate first grade reading tests, by composing a group of sentences, using 75% of I B mastery vocabulary for I B class, and 75% of I A mastery vocabulary for I A.

"One should judge the work of the first year pupil not so much by the number of words he knows, nor by the number of

books read orally; as by the ease and joy with which he attacks new material."

PRE-PRIMER READING.

Aim:

This is the beginning work in reading,
that the child may,

1. Want to read.
2. Sense the meaning of a sentence as a whole.
3. Become familiar with script.
4. Become familiar with print.
5. Master some sight words of his early reading vocabulary.

NOTE: (a) Use script first with print very closely related.

(b) Train him to use his imagination and to express his own ideas.

Materials:

1. Nursery rhymes (The version of Winston Texts).
2. Finger plays.
3. Experience lessons.
4. Directions for actions.
5. Sentences made up from pictures.
6. Economy Primer (for group 3 only).

The amount of material will vary with classes. The average class will use six rhymes. Very closely correlated with the presentation of each rhyme will come sentences arranged from pictures, experiences, and actions. It is possible to use just one rhyme and correlate enough material so that at the end of the pre-primer period, the aims have been attained and the child has gained about 25 words of required vocabulary and fifteen words of his experience. An ideal culmination of the work is to direct the pupils so that each may make a very simple reading book, of 4 to 6 pages. Each child uses traced pictures and simple posters for illustration, labeling the pictures. On last page have sentences of a simple story. Words for labels and sentences, child gets from material listed under seat work (vocabulary).

Time:

Proportion of time with each class: Two reading periods a day.

Grouping: During the presentation of pre-primer reading, the pupils will be separated into three groups, according to the response they give.

The best group should cover the pre-primer work in three or four weeks. The average group will need about six weeks of the work. The third group will decrease in numbers each week. This group may need eight weeks or more for beginning reading.

This slow group may need to be an ungraded class, if the pre-primer work runs far into or through the semester. Drill is not all this group needs. The pupils probably need many experiences and much conversation. They should be kept happy, by being busy and by making positive, though slight, daily progress.

Further plans for using pre-primer material will need be devised for group 3. Such material as "stamp-craft" books may be used. Liberal use and adaptations of suggestions in silent reading may be made to stimulate the desire to read. It may be necessary to begin book-reading in a primer which begins with pictures and very simple sentences, instead of pictures and long stories.

Most of this group will fail in I-B, but that is where failures in first grade ought to be. Aim that every pupil completes first grade in three semesters, while 85% of the grade will do so in two semesters.

PRE-PRIMER LESSON IN I-B READING.

Time:

Three periods, each twenty minutes.

Aims:

- (a) To teach the children the chalk can tell a story.
- (b) To have child associate print with script.
- (c) Recognition of phrases and words.

Subject Matter: Mother Goose rhyme.

Two little Blackbirds.
Sat upon a hill.
The one named Jack,
The other named Jill.
Fly away, Jack.
Fly away, Jill.
Come again, Jack.
Come again, Jill.

Preparation:

1. Tell the children the Mother Goose rhyme.
2. Show the children how it can be played. (Using fists for the hill and thumbs for the blackbirds.)
3. Children play it with the teacher first, then two or three children play it, finally one child may like to play it alone.

Presentation:

Let the chalk tell the story about Jack and Jill. (Write just the eight lines given above.)

1. Children play the story as the teacher points to the phrases on the board.
2. Choose a child for Jack and one for Jill. Children read from the board to tell Jack and Jill what to do. (Jack and Jill flying to the back of the room and returning as children read.)
3. Some of the brighter children may like to be teacher and point to the sentences as children are asked to play.

Summary:

1. Teacher ask children to find where it says, "Fly away, Jack," etc., with all phrases.
2. Find Jack, Jill, Fly.
3. Write "Fly" and have children do what chalk says, to their seat.

LESSON II.

Preparation:

1. Review the rhyme by playing again on the fingers.
2. Write the Mother Goose rhyme on the board and have some of the children read it alone.
3. Children point to the phrases as teacher asks where it says, "Fly away, Jack," "Come back, Jack," etc.

Presentation:

1. Teacher have the rhyme printed on the chart, having the alignment the same as on the board. Compare with the script. Have the phrases printed on cards. Match them with the printed lines and place them on the Plymouth chart to build the rhyme.
2. Ask children to read and point to the phrases as teacher calls for them.
3. Children shut their eyes while the teacher rearranges the phrases as "Fly away, Jack, Come again, Jack, Fly away Jill, Come again Jill." Children open their eyes and see how quickly they can read these lines correctly. Shut eyes and remove a phrase. Guess the one gone.
4. Call for phrases, children bring them to the teacher.

Summary:

Play the street car game. A child stands behind a child and the one who repeats the phrase first may be the conductor. The one who is conductor longest wins the game.

LESSON III.

Preparation:

1. Review rhyme in script.
2. Review rhyme in print.

Presentation:

1. Words printed on cards one for each child. All the children study the lines to find their word. As the teacher calls the name of the child, he runs to the chart and holds the card under the right word. If one child fails, he may discover it by reading the line from the beginning.
2. Place the words on the ledge or in the chart. Let one child leave the room while the rest choose a word. Then child returns and says, "Is it Jack?" "No, it is not *Jack*," the children may answer. "Is it Come?" If it is correct, children answer, "Yes, it is Come."

Summary:

Moving picture game. Teacher flashing the cards rapidly as children answer.

NOTE: The teacher may introduce at the beginning of the last lessons, new finger plays or nursery rhymes that she intends to teach later. In this way the children may not become tired of one. (It is not necessary to learn all the words of a rhyme but the teacher will select the words *most needed* by the class.)

MATERIAL FOR BOARD AND CHART, MADE FROM PUPILS' EXPERIENCES.

(These lessons are summaries dictated by the children after they had returned from indicated experiences.)

A VISIT.

We went to Jim's house.
 On the way we came to a tree.
 The big tree had a big hole.
 The boys sat inside the tree.
 We saw 15 rabbits at Jim's house.
 We saw the rabbits eat.
 The rabbits ate lettuce.
 The rabbits ate celery.
 The rabbits ate toast.
 The rabbits ate cabbage.
 We held the white rabbit.
 The white rabbit ran away.
 We had a good time.
 We said "Thank you," to Jim.

THE RABBITS.

We went to see some rabbits.
 The rabbits were at Mamie Baker's home.
 We saw two white rabbits.
 We saw two black rabbits.
 We saw two brown rabbits.
 The white rabbits had pink eyes.
 All the rabbits had long ears.
 All the rabbits had short tails.

THE PARADE.

We went to see a parade.
We saw big elephants.
We saw a monkey.
We saw ponies.
We saw clowns.
The clowns were funny.
We saw lions in a cage.
We saw a band in the parade.

THE FAIR GROUNDS.

We went to the Fair Grounds.
We saw ducks.
We saw a race horse.
We saw sheep.

A VISIT TO THE BAKERY.

We went to a bakery.
It was Hartman's bakery.
We saw the machine that made the bread.
We saw the ovens.
We saw the big shovels the baker used to put the bread in the oven.
We saw many sacks of flour.
The flour was upstairs.
We saw jelly rolls.
We saw little pies.
We saw coffee cake.
The baker gave us each three cookies.
The bakery was very clean.

SIGNS OF SPRING.

The grass is getting green.
The birds are coming back.
It is getting warm.
The robins are here.
The blue birds are here.
The red birds are here.
We have little chickens at home.
They are yellow and brown and black.
The boys are flying kites.
The girls are jumping rope.
Baby buds are on the trees.

A MORNING WALK.

We went for a walk.
It was raining.
The grass was green.
We saw two robins.
One robin was in the tree.
One robin was picking in the grass.
The flowers were pretty.
The birds were singing.

THE PARK.

We went to Washington Park.
We went on the street cars.
We saw many tulips.
We saw red, yellow, pink and white tulips.
We saw some ducks.
There was a little house in the water.
It was for the ducks.
We fed cake to the ducks.

A VISIT TO THE PARK.

We went to Washington Park.
We rode in automobiles.
We took our lunch.
We went to the playground.
We played and played.
We gave Miss Blank a ride on the merry-go-round.
We went to the lake.
We fed the ducks.
Mr. Lewis gave us each an ice cream cone.
Donna June's father took our pictures.
Then we went to the hillside to eat our lunch.
It began to rain and we ran to the Field House.
They came for us in automobiles.
We rode home through the rain.
It was fun to ride in the rain.

FOLLOWING THE VISIT TO WASHINGTON PARK.

We built Washington Park in our sand table.
Herman's father made us a little Field House.
Near the Field House we had a tennis court.
We had a lake with ducks in it.
Frank made a merry-go-round.
We made dolls for the merry-go-round.
On the playground we had swings, a teeter-totter and sliding board.
We made some dolls to ride on the teeter-totter.
Jean said, "It is fun to make our sand table look like Washington Park."

OUR EASTER PARTY.

One day we planned our Easter party.
We wanted to have eggs.
We wanted baskets for our eggs.
One day we made baskets.
Our baskets were blue and we liked them.
We put some green paper grass in our baskets.
Then we put our baskets on the window sills.
The next day we brought our eggs in a bag.
Esther had her eggs in a basket.
Mary Ruth had wee bantam eggs.
The boys brought kindergarten tables to our room.
We sat by the tables and painted our eggs.
We put our pretty eggs in our baskets.
That night a mouse nibbled at Dicky's red egg.
We took our baskets home.
We liked our Easter party.

A STORY.

We looked at some pictures in our book.
The pictures told us a story about goats.
Four boys built the story in the sand table.
They built two mountains and a bridge.
One mountain had much grass.
James put the troll under the bridge.
Donna June, James and Mollie made goats of clay.
The kindergarten children came to visit us. The teacher came, too.
Hardin told the story.
The children said, "Thank you."

PICTURE STUDIES AT CHRISTMAS TIME.

1. (A little boy on father's lap.)
The little boy is sitting on his father's lap.
His father is telling him about Christmas.
2. (A little girl's bed room. Little girl sitting on a kiddie car, holding a Christmas stocking.)
A little girl got out of bed.
She went to see what Santa Claus had brought.
She found a kiddie car.
She found a stocking full of toys.
3. (Picture of boy at phone. A broken toy on the floor.)
A little boy is telephoning to Santa Claus.
He is saying, "Please bring me another horse. I broke mine."

DEVELOPMENTAL READING.

Developmental reading in first grade is the type which aims to develop in the child:

1. A mastery over mechanics involved.
 - a. Instant recognition of words of required vocabulary.
 - b. Ability to take in a group of words at a glance.
2. The ability to get thought from the printed page and interpret it intelligently.
3. The desire to give expression to his reading acquirements, in his own way by originating stories, illustration and drawing.
4. And most permanently maintain, a joy in reading.

BEGINNING BOOK READING IN I-B.

Aim:

To overcome mechanics involved and keep the child interested in thought getting.

Materials:

1. Basal text—Winston Primer.
2. Stories selected from various primers.

Time:

Proportion with each group—five periods a week; one per day.

Grouping:

Have pupils in three groups, according to ability.

LESSON PLAN FOR READING IN I-B.

DEVELOPMENTAL TYPE.

Material:

"The Boy and The Goat," pp. 10-19 Winston Primer.

Time:

Four lesson periods of 20 minutes each.

Aim:

1. To train the child how to use and take care of a book.
2. To find out how the book tells the known story.

Preparation:

(Story has been previously told, one drill has been given on phrases, characteristic of story.) The teacher has pictures (other than the ones of the book) of a boy, goat, rabbit, squirrel, fox, bumblebee and woods. Below each is written the corresponding word. Showing these, the teacher and pupils have a few minutes talk about them, being sure the pupils understand "woods."

Develop the name of the story from the pictures, by saying, "Who were the main characters in our story yesterday? Show us, Lulu." Child selects cards (boy, goat). Teacher writes on the board asking pupils to see that the line is: "The Boy and The Goat." Several

pupils read this line. The sentences of the text are written on the board as children watch. Drawing pointer under first line teacher says: "This line tells the main characters in the whole story." Several pupils read as teacher draws pointer under, "A little boy had a goat." Teacher: "The next line tells where one went. Look at it, Josie may read Now (using pointer) show us what part says something about the woods."

Other lines on the board were developed, then read as teacher used such questions as:

What did one character find? Ans. He found some grass.

What did some one want to do? Ans. The boy wanted to go home.

Did the goat mind? Ans. The goat would not go home.

What did the boy do? Ans. The little boy began to cry.

What happened next? Ans. Along came a rabbit.

What did the new character say? Ans. The rabbit said, "Why are you crying?"

What did some one answer? Ans. The little boy said, "The goat will not go home."

Who talked next and what did he say? Ans. The rabbit said, "Stop crying, little boy, I will drive the goat home."

Then what happened? Ans. The rabbit ran after the goat.

Did the rabbit talk? Ans. He said, "Go home, goat! Go home!"

Did the goat mind him? Ans. The goat said, "No, I will not go home."

Then what happened? Ans. The rabbit began to cry.

At various places in this procedure board space was covered. Before erasing, a device was used: Phrases, print side out, were arranged on Plymouth chart as in order of story. Several children each chose a phrase and matched it with one in script sentence. He told that part of sentence as he found it.

When all sentences had been presented in script teacher said: "You have read this whole story from the board. Would you like to read the story in your new books tomorrow?"

LESSON II.

Presentation:

(Setting: The teacher seated, the pupils in circle or around a low table in easy reach of teacher, so she may aid anyone puzzled about a word or about keeping the place.)

Teacher: "Open your books to the story we planned to read today. . . . Let us look at the pictures and see if we could get the story from them." (The children will talk some about the pictures, but the teacher will use questions to get the responses she is aiming for.)

(p. 10) "Whom do you see? What is in the back of the picture?"

(p. 11) "Who is happy? Who is sad? Why?"

(pp. 12 & 13) "Who comes to help? Is the goat running home?"

(p. 14) "Who is the new friend here?"

(p. 15) "What are the two animals doing? Is the goat going?"

(pp. 16 & 17) "Who is this big fellow? I wonder if he gets the goat to go home?"

(p. 18) "What a little visitor! Who is he? Whom is he talking to?"

(p. 19) "I wonder why the goat is running? Why does the boy look so happy?"

Teacher: "Now we have read the story from the pictures. If you will each use your marker (strip of tag board 1 inch by 4 inches) correctly, and keep doing your best we may read the whole story from the book. Place your marker under the first line. . . . See how big that print is! Why?"

Lilly: "It is the name of the story."

Teacher: "Read Lilly." . . . Several read same.

Teacher: "Move marker to second line. Who are the main characters? Study to find out. . . . Fine! I hardly heard a sound. Read Lucy. . . . Move your markers over two lines to find out what one did. Read silently. . . . John read aloud."

Move markers. . . . Study. . . . Read. . . . Teacher injects thought questions similar to ones used in board work, also has pupils show phrases and a few words after a unit of story is read. Occasionally pupils are asked to re-read definite units of the story as: "All about what the rabbit did and said." "How did the boy and rabbit talk to each other?" "How did the bumblebee get the goat to run?" Teacher is constantly on the alert to see that each child *moves his marker in harmony with questions and direction.*

For reading device: (a) From a specific page, teacher repeats sentences, out of order, noting who can place book marker correctly.

(b) Teacher tests for thought by using snappy questions. (Pages 12 and 13, markers to show answers).

How did the rabbit happen to be there?

What did he promise the boy?

What did he tell the boy to do?

What did he tell the goat to do?

How did the goat answer?

What happened to the rabbit?

(c) A drill to test knowledge of words on pages in the books. Teacher directs pupils to find certain page (by number). Pupils count lines on page. Pupils recount until teacher says stop. Pupils count words on the line. Pupils recount words until teacher says stop. Teacher calls on one pupil who gives word. After a little practice pupils can give words with such a direction as this, "Page 10, 5th line, 4th word."

Summary:

1. Pupils re-read the story.
2. Teacher lists names of characters on board and says, "See who these are"—be thinking about them and at language period you may choose pupils to be these characters and we will play, "The Boy and the Goat."
3. Seat work: Trace patterns of boy and animals, and then cut. Cut same, free hand. Label cuttings with printed words.

NOTE: This type of lesson to be followed immediately by similar story in Free and Treadwell and other primers. The difficulties of such stories are to be developed. The easy parts read as sight reading. Then present the parallel stories, which appear under sight reading in this course.

After second or third lesson in basal text is developed further lessons may start with story told as a whole. Omit the step of writing whole story on board. Begin with study of pictures and proceed as in I-A lesson.

DEVELOPMENTAL READING IN I-A.

Aim:

To train the child to get the thought from printed story. *Story not told previously.*

Material:

Winston First Reader. Stories from various books, suited to the child's ability and teacher's aim.

Time:

Proportion with each group; 5 periods a week; one per day.

Grouping:

Pupils of I-A may be divided into three groups for this type of reading; in two groups for other types. The third group should have

coaching lessons, in *addition* to two regular reading lessons, every day. This to be arranged for after groups one and two are dismissed.

LESSON PLAN—DEVELOPMENTAL—I-A.

Time:

Three reading periods of twenty minutes.

Material:

Winston First Reader. pp. 64-76.

Aim:

Of child: To enjoy the story. To learn about wolf and kids.

Of teacher:

1. To help the child to an intelligent enjoyment of the story.
2. To test child's ability to get the thought and to relate it to his own experiences.
3. To test his ability to master new words and phrases.

Preparation:

Have children read from the pictures, as teacher asks questions:

- (p. 64) Who is the big goat?
How many little goats?
What are little goats called?
Where is the mother goat going?
What do you think she is going to get?
How many balls are on the floor?
How many plates do you see?
- (p. 65) Who rapped at the door?
What kind of a wolf is he?
- (p. 67) Why is the wolf rapping again?
- (p. 69) Where is the wolf now?
Who is the man?
What is he doing?
How does he look?
How does the wolf look?
- (p. 72) What has happened to the house?
How does the mother goat look?
What did she expect to find?
- (p. 73) Look at this picture. I think we will have to wait until we read to know what it means.
- (p. 74) What hangs on the mother goat's arm?
I wonder why she has the scissors?
How does the little goat look?
- (p. 75) Where are the mother goat and her kids going?
Are the goats happy?
- (p. 76) Who is in the water?

After questions quickly present flash cards of new words and phrases. Children find same in text. "The next time you come to reading class, you will be ready to study and read the story."

LESSON II.

Presentation:

NOTE: All through this step the pupils' attitude should be to study and read by units of the story.

Teacher: "On what page does the story begin?"

What is the name of the story? . . . Study this first page to find out; Whom the story is about.

What one character says? . . .

Elizabeth read. . . .

Study page 65. Was anyone watching the goat's house?

What did he say?

Read next three lines (6-7-8) silently. Act them Edith."

Teacher: "Study last line and next page to find out what the kids and the wolf said to each other.

Read Marjorie. . . . Did they open the door?

What did the wolf do?" (Marjorie gives answers.)

For discussion—"Why did the wolf say he was the kid's mother?"

Teacher: "What did he do the next time he came?"

Joseph read. . . . "Why did he change his voice?"

Teacher: "Did he fool all the kids?"

(p. 68) Read silently. . . . Carrie you were ready first. You may read. . . .

(p. 69) Look at this picture. Where is he now? Study the page. Mary read. . . .

(p. 70) Read the page silently and find out how the wolf got into the house. Sarah read. . . .

(p. 71) Who can read and show how excited the kids were. . . . That's fine, Peggy. How would you read it Robert? . . . You read it so well you surprised us.

(p. 72) Who can read and make us see what mother goat saw, and say what mother goat said? . . . I think Gene felt just as the mother goat did.

(p. 73) Now we know about this picture. Tell us how she happens to have one goat on her back, Sue."

After page is read orally, teacher says: "Between now and next reading period I want you to be thinking of the places mother goat may have gone to find the wolf. Why did she carry the kid?"

LESSON III.

Begin by discussing *briefly* yesterday's final question.

Open books to p. 74 and read final pages with such suggestions as:

How did she get her kids again?

Why were they still alive?

What mother and kids did to fool the wolf?

What happened when he awoke?

Summary:

Do you like the end of the story?

Do you remember any other story where the one who interfered with other people was drowned? (The Three Billy Goats.)

Re-read the whole story. If time permits some device of testing of thought can be used, as:

Print on cards with sign marker, sentences similar to the following:

"I am going to market."

"Good-bye, little kids."

"Do not open the door."

"Now is the time to eat the kids."

"It is your mother."

"I have something for you."

"We will not open the door for you."

"Yes, that is our mother's voice."

"Miller, dust my feet with flour."

"Oh! it's the wolf! Run! Run!"

"Kids! kids! Where are you?"

Distribute the cards and let each pupil read his sentence silently. Then say to pupil: "Who are you?" After he has told you who he is impersonating let him read his card orally.

SILENT READING.

"Silent reading is the agency which enables the child to look through the words to the thought in the same way that one looks through a clean window glass to objects beyond."—H. A. Brown.

"There seems to be a common agreement to-day that more care should be taken to insure proper comprehension in primary grades. This inevitably leads to an increase of emphasis on silent reading."—Watkins.

"Silent reading is the type of reading which will result in study ability."—Brown.

Silent reading is reading to one's self to find out something.

SILENT READING IN FIRST GRADE.

Aim:

To train the child to put his whole energy into getting thought, and give evidence of his comprehension by some performance on his part.

Material:

Sentences, written or printed which present some problem.

1. Incidental reading of directions.
2. Exercises in which the responses show clearly comprehension on the part of the child.

NOTE: Material listed is only suggestive.

Time:

Proportion for each group, two periods a week, or its equivalent.

Method of Presentation:

I. Incidental silent reading.

1. Children execute directions, written on the board.

Run to your chairs.

Bring your book.

Please pass the books. (Or any material.)

Helpers stand.

Pass the basket, John.

Please, close the door.

Turn on the lights.

2. Directions for rest exercises: As teacher writes on board or flashes cards with these phrases printed, class responds:
Stand up. Clap three times. Shake both hands.
Close your eyes. Hold up your right hand.
Put your hand on your head.

II. Exercises, to train in silent reading ability, to be used in class.

(NOTE: About $\frac{1}{4}$ of the period listed for silent reading may be used to develop words and phrases needed for silent reading exercises.)

After these difficulties are mastered, the material is printed on cards. Cards for each exercise are kept together and used for lessons in silent reading.

1. Action sentences: Hop. Jump. Stand. Sit. Walk. Clap. Nod.
Run around the room.
Shake hands with a girl.
Show me your hand.
Show me your right hand.
Stand on a chair.
Walk fast. Walk slowly.
Run, then jump.
Jump three times.
Count the children in class. Write the number on the board.
Ask some one what it is.

III. Exercises, using material from a familiar story.

1. Teacher writes on the board, "We are going to play 'The Boy and the Goat.'"
You may be the goat, Samuel.
John, you may be the squirrel.
You may be the rabbit, Mary.
Be the bumble bee, Charles.
Adella will be the fox.
Children play, then run to chairs.

2. Teacher writes sentences on one part of board and questions on the other as:

Sentences.	Questions.
Meow! meow!	What did the cat say?
How the cat does meow!	

Later print this on the two sides of one card.

Similar exercises:

Sentences.	Questions.
(a) A man had a red pig.	What did the man have?
The pig ran into the woods.	What did it do?
The man could not catch the pig.	Did the man get it?

- (b) Sentence: All the boys had a good time at Jack's birthday party.

Questions: Who had a party? What kind of a party? What kind of a time did they have?

- (c) Sentences, questions or directions, may be arranged into exercises, on the following topics. (Each sentence on separate card.)

Personal history: (name, age, father's name, grade, school, teacher, city.)

Salutations.

Colors.

Animals.

Numbers.

Prepositions.

Street signs.

- IV. Silent reading based on difficult pronunciations. Directions on one side of card, phrases on other.

Directions: Say the words on the other side of this card. Pass the card to another child and he will say them. The class will decide which of the two says them best.

Phrases: Not I	Just right
to eat grass	to another house
catch me	Once there was
over the bridge	just looked
plant the wheat	ate my dinner
jumped out	caught him

- V. 1. Exercises, which give directions for specific oral review reading, arranged on separate cards, as:

Get a Free and Treadwell Primer. Read page 50 to us quickly, so as to let us know what happened and what the boy said.

Get a Free and Treadwell Primer. Read pages 63 and 64 to us quickly, so we will know about the journey of the pig and the pancake.

2. Further application: Arrange cards, each with a page from discarded reader on one side. On other side have directions to read the printed matter quickly and answer the questions listed on card.

- VI. Incidental silent reading in I-A.

1. At story time, give cards, to pupils, which will assign a topic for each to talk about; as:

My favorite toy.

What I did on Sunday.

Our baby.

What I saw on the way to school.

Signs of spring.

The circus parade.

What I like best on the Victrola.

How I help mother.

The game I like best.

2. For seat work.

- (a) Teacher clip known rhymes from discarded readers and mount on separate cards or write a known rhyme on a card about five inches by seven inches in size. Below the rhyme write definite directions for an illustration for the rhyme. The child will draw his pictures on different papers following the direction. Each child should have a different card with a different rhyme so the work will test and develop his individual power.

Jack be nimble,

Jack be quick,

Jack jump over the candlestick.

Draw the candlestick. Make it black. Put it on the floor. Draw the candle yellow and the flame red. Draw a bone-man for Jack. Make it black. Show Jack ready to jump over the candlestick. Number your picture 1. Draw another picture showing Jack jumping over the candlestick. Number this picture 2. Draw another picture. Show Jack after he jumped over the candlestick. Number this picture 3.

Rhyme—Little Boy Blue.

Directions: Cut a picture of Boy Blue blowing his horn. Color his suit blue. Draw a picture of the sheep in the meadow and the cows in the corn. Draw a picture of Boy Blue under the haystack asleep. Color the haystack brown.

Rhyme—Jack and Jill.

Directions: Draw a picture of Jack and Jill going up the hill after a pail of water. Number the picture 1. Cut the picture of a pail. Color the pail red. Put the pail on the floor. Draw another picture of Jack and Jill going up the hill. Number this picture 2. Draw a picture of Jack falling down and Jill tumbling after. Show the pail of water spilling. Number this picture 3.

Rhyme—Old Mother Hubbard.

Directions: Draw a picture of Old Mother Hubbard in front of the cupboard. Cut a cupboard with your scissors. Color the cupboard brown. Draw a picture of the dog begging for a bone. Cut the picture of a dog. Color the dog black.

Rhyme—Dickory, dickory, dock.

The mouse ran up the clock;

The clock struck one,

The mouse ran down,

Dickory, dickory, dock.

Directions: Draw the picture of a clock. Make the hands point to one o'clock. Draw the picture of a mouse and cut it out. Cut out the clock and stand it on your desk. Let the mouse run up and down on the clock. Draw another picture of the clock. This time draw the picture of the mouse on the clock going up. Number the picture 2. Draw another picture of the clock. This time make the mouse coming down. Number this picture 3.

Rhyme—Hush-a-bye, Baby.

Directions: Draw the picture of a tree with the cradle on one limb. Cut a baby's cradle. Put a handle on the cradle. Cut a tree and hang the cradle on one limb. Make the cradle rock.

- (b) Draw a favorite game.

- (c) Illustrate a favorite story.

- (d) Make a chair. Draw and measure a six inch square. Fold, cut and paste.
- (e) Teacher writes the names of different objects on the board. Children illustrate them.

SIGHT READING.

Sight reading is the type of reading in which the material is so simple the child may attack it with little discussion.

As this is the type of reading for which he will have most use in later life, he should be trained for it from the first.

Briggs and Coffman in "Reading in Public Schools" say, "Very simple practice in sight reading, where the child reads new sentences composed of the words of a limited vocabulary, should be given in first grade."

Aim:

To give pleasure to the child, as he reads orally.

NOTE: Teacher should feel at liberty to adapt principles of sight reading to child's ability. Before calling on poor reader have class glance over material.

Material: (I-B.)

1. Parallel stories which use the vocabulary of basal text. (Samples of these at end of this section.)
2. Selections from Free and Treadwell primer, New Barnes Primer, choosing those similar to ones in Winston Primer.

Time:

Proportion with each group, two periods a week or its equivalent.

SIGHT READING I-B LESSON PLAN.

Time:

One period of 20 minutes.

Aim:

To present new ideas through use of known vocabulary.

Subject Matter:

"Jack's Adventure" on page 29 of this chapter. It is a parallel story for "The Boy and The Goat," Winston primer.

Preparation:

Teacher told class the new words: (listing them on one part of the board.) helped, was in, him, want, ran away, good.

Presentation:

Sentences were written on board, one at a time, as children watched. (The numbers below were not written, but show which sentence child is responding to.) Pupils glanced through sentence before any one was called upon. 1. LaRue read it very well. 2. George read well. 3. Margaret asked for the word "helped," when she was reading it silently. 10. Ima said "went" for "was" and Margaret corrected her. 4. Fannie did not know "along." 5. George did not know "him." (New word.) 6. Velma said "The rabbit came to cry," but she knew that was wrong and she read it over and this time said "began to cry." (Got "began" from content.) 7. Difficult sentence, but Margaret volunteered, and read it correctly. (Margaret is a bright child.) 8. Velma said "went" for "Want." 9. Velma read well. 10. Fannie hesitated when she came to "grass," and Margaret said to her "Well, don't you know 'grass' when you see it?" 11. When class was reading this sentence over silently, Margaret said, "What's that word up there that begins just like my name begins?" (The word was "Make.") In reading it aloud to the class, Louise said "help" for "stop." 12. LaRue read in a jerky manner and Margaret offered to read it over to show him how it should be done. 13. Ima read well. 14. Velma was praised because she read

so plainly and especially because she did not even hesitate but knew just what she had to tell. 15. Margaret read it before I had even completed the word "home." Many others in the class read it also and some one said, "Why did you write such an easy sentence on the board? We want hard ones." 16. Louise read so slowly that it sounded like word calling and I said I would have to call on some one who could read it better than that, but Louise said, "Oh let me try it over," and this time, in her effort to make it sound better, she read so fast that she said, "You are a little good boy," instead of "You are a good little boy."

Summary:

Class found words and phrases in answer to questions by children

Material: (I-A. Sight Reading.)

1. Easy stories for pleasure.
2. Stories like ones in basal text.
3. Poems in basal text. (These should be learned at least two weeks before reading.)
4. Sentences from various material; pupils to read them as fast as teacher can write them.

Time:

Proportion with each class—two periods a week.

SAMPLE LESSON I-A—SIGHT READING.

Time:

One period of 15 minutes.

Material:

"The Three Billy Goats Gruff" pp. 77-88 in Free and Treadwell Primer.

Aim:

1. To test the vocabulary.
2. To give the child the joy of reading material, which presents no word nor phrase difficulties.

Preparation:

Teacher: "See who will find page 77 first. . . . Helen did! Good for her! What do you see in this picture?"

Charles: "Three goats."

Teacher: "We are going to read this story to find out if it is like the one in our Winston First Reader. Please notice the name of these goats. It is 'Gruff.'" (Teacher writes name on board, pupils locate it on page, one saying "I see it," another, "It is the last word.")

Teacher: "Turn the page. June read until we know the goats' names. . . . June read well."

Teacher: "Margaret read on." (Margaret read in a hesitating way.)

Teacher: "I believe Margaret was thinking of the story in our book. Walter tell us what Margaret tried to read. . . . That was fine, Walter."

"Velma may read the next page. . . . Velma read as if she were looking ahead, so as to make us understand *this* story."

Endrys read five lines. She had to be told "troll." (As she sat down, she said, "I didn't know troll.")

Teacher: "Josephine read and make us know what the goat and troll are talking. . . . Fine! How many goats on the hillside?"

Josephine: "Just one."

Teacher: "Charles what happened next? . . . Good." Then Manford read.

Teacher: "How many goats on hillside now?" Josephine: "Two."

Julius who usually reads in a halting way is called. When he finishes teacher said, "Wasn't that fine?" Julius read just as if he were talking

to us Is this goat afraid? Mary may read. . . . "Was he afraid?"

Mary: "No."

Teacher: "Was the troll afraid?" (Evelyn reads to find out.)

Laurabel: Read two lines. Walter finishes.

Teacher: "How many goats are on the hillside?"

Walter: "All of them."

Teacher: "Yes. How many?"

Walter: "Three goats."

Summary:

Teacher: "Was this story like ours?"

Gaylord: "Just about like it!"

Teacher: "What was different?"

Edward: "These goats went to a hillside."

Teacher: "Yes, but how is that different?"

Edward: "In our book they went to a mountain."

Timid Fae whispered: "These goats were called Gruff."

Teacher: "We often find just a little difference when we read our old stories in a different book. You all did well. You read ten pages in fifteen minutes. I told you just one word."

Seat Work:

Take these papers to your seats. Cut pictures of some of the things in this story. Try to cut three different things. We will use the best pictures to make a poster.

NOTE: Training in sight reading should put the child in the attitude of attempting: (a) to read any printed or written matter that falls in his hands. (b) To discover signs and posters when he comes to them in his surroundings.

REVIEW READING.

Review reading is re-reading stories of any type.

Aim:

To quicken reading pace.

Time:

Proportion with each class—one period a week.

Material:

The choice of material may be left to the class. Majority may choose any story from basal text, which class has developed. As a story is finished child may choose to re-read a unit of the story, or even just one page.

Teacher and class may plan ahead for general review; by teacher saying: "This afternoon as many of you as can come to class prepared to read a story in an extra book." Pupils use a seat work period to prepare for such a review.

EXERCISES USED IN CLASS TO QUICKEN PACE.

1. Whole class strive to see how many pages in how many stories they can read in the period, of so many minutes. Compare record from week to week.
2. Individual pupils see how long it takes to read a certain page.
3. Teacher begin a sentence anywhere. Child who finds the place first, stands and reads.
4. Teacher says, "I will count to ten to myself, see how far you can read silently. Put your finger on last word you read when I say 'ten'."
5. Teacher calls on one pupil to start reading, then signals him to stop by touching him; at the same time touches another pupil to proceed.

SIGHT READING—I-B.

(Parallel stories to use at end of developmental work on stories in Winston Primer.)

NOTE: Character names through all are Mary and Jack. Other words not in Winston vocabulary so far, are listed at beginning of each story.

STORIES TO SUPPLEMENT "THE LITTLE RED HEN."

1. MY PETS.

see	have
-----	------

See my hen.
 See the little chicks.
 I have a cat.
 I have a red pig.
 I have a goose.
 The hen and chicks eat wheat.
 The cat will not.

2. BAKING DAY.

Mother said, "I shall bake some bread."
 Mary said, "I will help you make the bread."
 Mary did help.
 Then she called the cat and pig.
 She cut the bread.
 She said, "Who will eat the bread?"
 The cat did.
 The pig did.
 And she did.

3. THE LITTLE RED PIG.

A little red pig said, "Ouf! Ouf! Ouf!"
 Then he found some wheat.
 The little red pig called the hen.
 She said, "I will help plant the wheat."
 The wheat grew up.
 The little red pig called the cat.
 She said, "I will help cut the wheat."
 The little red pig called the goose.
 She said, "I will help grind the wheat."
 The little red pig called Mary.
 She said, "I will bake the bread."
 Who ate the bread?

4. AT THE FARM.

went to a farm	barn
see	give
ran away	was afraid

Jack and Mary went to a farm.
 Jack said, "See the little chicks."
 Mary said, "See the hen."
 They called, "Chick, chick, chick."
 The hen and the chicks ran away.
 They went to the red barn.
 Jack called the pig.
 The pig said, "Ouf! Ouf!"
 Mary called the cat.
 The cat said, "Meow! Meow!"
 The goose said, "Hiss! Hiss! Hiss! Give me some wheat, Hiss!
 Hiss! Hiss!"
 Mary was afraid.
 She said, "Help me."
 Jack said, "I will help you."
 He said, "Hiss! Hiss!"
 The goose ran away.

STORIES TO SUPPLEMENT "THE BOY AND THE GOAT."

1. A LITTLE BOY IN THE WOODS.

from	again
catch	away

A little boy ran away from home.
 He ran into the woods.
 A goat came to the woods.
 The goat had to eat grass in the woods.
 The goat said, "Why are you in the woods, little boy?"
 The boy said, "I want to catch a bumblebee."
 The goat said, "Go after a rabbit, not a bumblebee."
 The boy said, "I will."
 A rabbit came along.
 The boy said, "Stop, rabbit."
 The rabbit did not stop.
 He ran to the fox and said, "Help me, fox."
 The fox said, "I will help you, rabbit."
 He ran after the boy and said, "Go home, boy, go home."
 The boy began to cry.
 And he ran home.
 The little boy did not go into the woods again.

2. JACK'S ADVENTURE.

from	was	away
in	him	good

Jack came home.
 He came from the woods.
 "Oh, mother," he said,
 "I helped a little rabbit in the woods."
 The rabbit ran along.
 A fox ran after him.
 The rabbit began to cry.
 I had to help him.
 I said, 'Stop fox, I want you to stop.'
 He did not.
 A bumblebee was in the grass.
 I said, 'Bumblebee, will you make the fox stop?'
 So she went 'z—z—z—z—z'
 Then the fox ran away.
 The rabbit stopped crying.
 He ran home."
 Mother said, "Oh Jack, you are a good little boy."

3. A PARTY.

party	went	what a good time
come	bring	have

Mary wanted a party.
 She said, "Jack, help me."
 Jack said, "I will."
 And he called the cat.
 Then he called the rabbit.
 The rabbit said, "Thank you, I will go."
 Along came the bumblebee and a goat.
 "Stop," said Jack, "I want you to come to the party."
 "I will," said the bumblebee.
 "I will," said the goat.
 They ran home after the fox.
 Then they went to the party.
 Mary began to cut the bread.
 "Go into the woods, Jack and bring some grass.
 The goat will eat the grass.
 The rabbit will eat the bread."
 The fox said, "Oh, what a good time we shall have!"

STORIES TO SUPPLEMENT A WEE WEE WOMAN.

1. A PARTY.

too

A boy had a rabbit.
 He wanted to go to the wee woman's house.
 A pig heard the boy.
 The pig said, "I will go, too."
 The squirrel said, "I will go, too."
 The bumblebee said, "I will go, too."
 They went into the woods.
 Along came the fox.
 "I want to go, too," he said.
 Then they came to the house.
 The wee wee woman had a little table.
 Some bread was on the table.
 The fox began to eat the bread.
 The little boy began to cry.
 "Go home, fox, go home," said the boy.
 "I will help," said the bumblebee.
 He flew after the fox.
 The fox jumped up and ran out.
 The woman said, "We will eat the bread."
 "Thank you," they said.

2. THE NOISE. (THE WEE WEE WOMAN.)

There was an old woman.
 She lived in the woods.
 She had a dog.
 The dog heard a noise.
 He ran into the house.
 He got up on her bed.
 He jumped on her chair.
 Nothing was there.
 So the dog ran out of the house.
 He went under the house.
 He looked again.
 Nothing was there.
 Soon he went into the woods.
 He said, "I found the noise.
 It is one of Red Hen's chicks.
 Go home, chick."
 Then he ran to the old woman.
 He jumped on her bed and went to sleep.

3. THE GREEDY PIG.
get for

The Wee, Wee, Woman found a goose.
 The goose was in her cupboard.
 She wanted to eat the goose.
 It flew out of the cupboard.
 So she said, "Who will help me get the goose?"
 She called the cat to help her.
 The cat would not help.
 She called the hen to help her.
 The hen would not help.
 Then she called the pig.
 He said, "I will help you."
 He ran after the goose and said, "I will eat you."
 And he did.
 The Wee Wee Woman said to the pig, "You did not get the goose
 for me. I will eat you."
 And she did.

STORIES TO SUPPLEMENT "THE GINGERBREAD BOY."

1. ANOTHER BOY.

sugar coat sugar shoes sugar cap wood
 After the fox caught the gingerbread boy the old woman and the old man went home.
 They went into the house.
 The old man sat on a chair and began to cry.
 The old woman did not cry.
 She made a boy again.
 She made a red sugar coat for him.
 She put on some red sugar shoes and a red sugar cap.
 Then she put him in a pan.
 After the boy was baked she put the pan on the table.
 Then the old man went out to cut some wood.
 The old woman went up stairs to make the bed.
 Soon a goat came by.
 The goat came into the house.
 Then the boy jumped out of the pan.
 He said, "Go out of the house."
 But the goat would not.
 The boy tried to drive him out but he could not.
 So the boy went up stairs after the old woman.
 She came down and made the goat run away.
 The boy helped the old woman and the old man.

2. JACK'S GOAT.

with his come back where
 Jack lived with an old man and an old woman.
 He had a dog and a goat.
 The old man came home.
 He said, "Jack, a fox ran into the woods. Will you help me catch him?"
 Jack said, "I will."
 He called his dog.
 They ran and ran.
 They could not catch the fox.
 Then they came home again.
 Jack said, "Where is my goat?"
 The woman said, "He got in the house."
 He ran under the chairs.
 He jumped on the bed.
 I put him out.
 He ran away.
 He can not come back."
 Jack began to cry.
 The man said, "Stop crying, Jack. I will get you a rabbit."
 Jack stopped.
 He got a rabbit.
 So Jack had a dog and a rabbit.

3. THE HEN THAT RAN AWAY.

too
 Once there was a little old man.
 There was a little old woman, too.
 They had a dog.
 The little old man said to him, "Catch a hen."
 The dog could not catch the hen.
 The old man met a pig.
 He said, "Pig, run and catch that hen."
 The pig could not catch the hen.
 The old man met a cat.

He said, "Can you catch that hen?"

Away ran the cat.

She caught the hen.

The old man said, "Little old woman, put that hen in the kettle."

She did and that was the end of the hen.

STORIES TO SUPPLEMENT HENNY PENNY.

1. A FROG'S DINNER.

frog	sat	in the sun	tongue
pond	above	for his dinner	

A frog lived in a pond.

One day he came out of the pond.

He sat in the sun.

A little fly sat above him.

The frog wanted the fly for his dinner.

So the frog said, "Come down with me."

The fly said, "You will catch me and eat me."

"Oh, no;" said the frog, "I will let you sit near me."

The frog said, "What will he do? I will wait and see."

He waited.

Soon the fly said, "I will fly down and then come back."

So the fly flew down near the frog.

The frog looked and looked at him.

Then he caught the little fly with his tongue.

The frog had a fly for his dinner that day.

2. WEE CHICK.

ate	tired	I'm going
bugs	awake	sound asleep

An old hen had some little chicks.

One was a wee, wee little chick.

He was called Wee Chick.

They lived near the woods.

One day they went into the woods.

Wee Chick ate some grass.

He tried to catch some bugs.

He jumped and jumped but he could not catch the bugs.

Soon he got so tired he went to sleep.

The old hen said, "Chick, chick, I'm going back home."

She called and called.

But Wee Chick was sound asleep.

A bee heard the old hen.

The bee said, "Sly Fox will catch Wee Chick if I do not wake him."

So she flew up on Wee Chick's tail.

She said, "Buzz, buzz. Wake up! Wake up!"

The bee waited and waited.

But Wee Chick did not wake up.

Then she flew on Wee Chick's back.

She said, "Buzz, buzz. Wake up! Wake up!"

She waited and waited.

But Wee Chick did not wake up.

Then she flew on his head and said, "Buzz, buzz, buzz, buzz.

Wake up! Wake up!"

Wee Chick heard the noise.

She jumped up.

The bee said, "Buzz.

The old hen went back home."

Wee Chick said, "What shall I do? What shall I do?"

The bee said, "I will go home with you."

And she did.

3. THE LITTLE HEN AND THE FOX.

Ha! ha!

Once there was a little hen.
 She lived in a red house in the woods.
 An old fox and his mother lived near by.
 The old fox said, "I will catch the little hen."
 So he went to the little hen's house.
 The little hen was not home.
 The fox went into the house.
 He waited for the little hen to come home.
 Soon the little hen came.
 She went into the house.
 The old fox jumped out to catch her.
 The little hen cried, "What shall I do? What shall I do?"
 The old fox opened his mouth to catch the little hen.
 The little hen flew on his back.
 The old fox ran out of the house with the little hen on his back.
 He tried to catch her.
 But she flew upon the house.
 This made him angry.
 So he ran home.
 The little hen said, "Ha! ha! old fox, come back again."

STORIES TO SUPPLEMENT "THE OLD WOMAN AND HER PIG."

1. THE FIRE.

 tell took
 "Fire! Fire! Fire!" said the pig.
 "Where is it?" said the rat.
 "In the old woman's house," said the rope.
 They went to help.
 The old woman was in bed.
 They called her.
 The rope said, "Do not jump till I tell you."
 They went in to get some chairs.
 The pig took out the beds.
 The dog took out the tables.
 The stick put some water on the fire.
 The old woman said, over and over, "Thank you! Thank you!"

2. THE CIRCUS.

 circus laughed
 Jack and Mary wanted to give a circus.
 They gave the circus on the hill.
 After the circus began the pig jumped over the candle.
 He said, "Ouf, Ouf."
 The dog ran after the cat.
 The cat ran up the rope.
 The rabbit ran up the rope.
 The hen flew up the rope.
 The boy looked up, he said, "Stop, Stop."
 Then he cut the rope.
 The rabbit ran away.
 He began to eat grass.
 The hen flew away.
 She began to drink water.
 The cat and dog ran home.
 The circus was over.
 Jack and Mary sat down and laughed.

3. THE CIRCUS.

circus	father	saw	played	bears
balloon	tent	elephants		monkeys

One day Jack went to the circus.
 He wanted to buy a balloon.
 His father said, "Wait till we go home, then you can get it."
 They went into the tent.
 They saw monkeys and bears.
 There they saw a little dog and a man.
 The man said, "Jump, dog, jump over the stick."
 The dog jumped over it.
 Then the elephants came.
 They played fire.
 One lighted the fire.
 One ran after some water.
 "Fire, fire," called the man.
 Then the elephant put out the fire.
 Jack's father said, "Come Jack, we will go home."
 Jack got his balloon and they went home.

STORIES TO SUPPLEMENT "LAMBIKIN."

1. BLACKIE.

barn doing going

Blackie was a big rat.
 He had heard there was a barn of wheat in the woods.
 So Blackie went into the woods.
 On the way he met a fox.
 "Where are you going?" said the fox.
 "I am going to get some wheat," said the rat.
 "I want to grow fat."
 "May I go with you?" said the fox.
 "No," said Blackie, "I am afraid you will eat me."
 So Blackie ran on till he met a cat.
 The cat said, "What are you doing in the woods?"
 Blackie said, in a wee voice, "I am going to get some wheat.
 I want to grow fat."
 "May I go with you?" said the cat.
 "No, I am afraid you will eat me."
 So Blackie ran on.
 Soon he came to the barn of wheat.
 Blackie ate and ate.
 A big cat lived in this barn.
 The cat said, "Blackie, give me some wheat."
 "No," said Blackie. "I am afraid you will eat me."
 Blackie ran, but the cat caught him by the tail.
 The cat had a big fat rat for his dinner.

2. THE GOAT THAT SAW THE WORLD.

world only

One day Little Goat said to Big Goat, "Big Goat, I want to go
 out to see the world."
 Big Goat said, "Wait a little. Wait at home."
 "But I want to go," said Little Goat.
 So he ran away.
 He came to the woods.
 It was only a little woods.
 "This is the world," he said.
 "Oh, what a big world this is."
 Soon he met a fox.
 "Who are you?" said the fox.
 "I am a little goat. Do not stop me, I want to see the world."
 But he was afraid.
 Soon he met a fat pig.
 "Ouf, ouf, who are you?" said the pig.

"I am Little Goat. Do not stop me, I want to see the world."
 The pig looked so big.
 Little goat was afraid.
 He ran on and on.
 Soon he saw Big Goat.
 "Where were you?" said Big Goat, in a big voice.
 "Oh! I saw the big world. I saw a fox with a big tail.
 I saw a pig with a little tail.
 Big Goat, the world is big, I have seen it."

3. THE LOST RABBIT.

carrots am looking carried
 Once upon a time a little boy had a rabbit.
 One day the boy said, "I will give my rabbit some carrots."
 When he looked for the rabbit he could not see him.
 "Where can he be?" he said.
 He was afraid some one had his rabbit.
 "I will look for him," he said.
 Soon he met a man.
 The boy said, "May I come into your garden?
 I am looking for my rabbit."
 "You may," said the man.
 The rabbit heard the boy's voice.
 "Here I am," called the rabbit.
 "Why did you run away?" said the boy.
 The rabbit said, "Oh! I wanted some carrots.
 I found some here.
 I ate and ate.
 Then I was so tired, I could not run home."
 The little boy carried the rabbit home.

STORIES TO SUPPLEMENT "SQUEAKY'S TAIL."

1. THE SQUIRREL AND THE DOG.

wagged like know bone tree find glad dug
 One day a squirrel was running in the woods.
 A dog caught him.
 The dog said, "Do you like your tail?"
 "Oh, yes," said the squirrel.
 "I will bite your tail off," said the dog.
 "Please do not bite my tail," said the squirrel.
 "I know where there is a bone. It will make you a fine dinner.
 Let me go. I will get it for you."
 So the squirrel ran away into the woods.
 The squirrel could not get the bone.
 He was afraid to go back.
 The dog ran into the woods to look for the squirrel.
 He looked and looked.
 Then he saw him in a big tree.
 "Where is my bone?" called the dog.
 "I could not find it," said the squirrel, in a wee voice.
 The dog dug and dug under the tree.
 "Here is a bone," he cried.
 "That is it," said the squirrel.
 The squirrel jumped down and said, "Oh, I am so glad you found it.
 Now you don't want my tail."
 The dog wagged his tail and ran home.

2. MARY AND HER DOG.

Bow Wow

Mary had a little dog.
 Jack took the dog away from Mary.

Mary said, "Please, Jack, give me my dog."
 But Jack ran away.
 He ran and he ran.
 The little dog said, "Bow, Wow, I want to go to Mary."
 Mary ran after Jack, and caught him.
 Then she took the dog and went home.

READING IN SECOND GRADE.

I. AIM:

1. The ultimate aim of all efforts to teach reading is to develop in the child a love for reading—to give him from the very beginning a taste for good literature.
2. To develop an increased ability to read intelligently, independently and fluently.
 - (a) Increased ability to comprehend thought of selection.
 - (b) Increased mastery over the mechanics of reading.
3. To stimulate outside reading.
4. To form habits leading to the proper handling and care of books, proper position, how to turn pages, order of paging and the finding of given pages readily.

II. SUBJECT MATTER:

1. Winston Second Reader—Basal text.
 - (a) 2B—Pages, 1-84.
 - (b) 2A—Pages 85-175.
2. Minimum supplementary books for 2B—four.
 Minimum supplementary books for 2A—four.

III. METHOD:

1. Types of Reading.
 - (a) Developmental.
 - (b) Sight.
 - (c) Silent.
 - (d) Review.
2. Lesson Plans.
 - (a) Developmental.

The material for one semester is the required pages in the Winston Second Reader and one other second grade reader of equal difficulty. Reserve five periods each week for this type—morning periods if possible. At the beginning of the procedure develop the thought of the stories through supervised class study of single sentences, paragraphs, or pages, etc., to discover the main thought of the selections. Then let it all be read orally by different children, giving the easy parts to the poorer readers; dramatically by groups; or selections read that answer certain questions; or a mixture of all these methods.

- (b) Sight.

"Every class needs training in sight reading, not of material difficult in vocabulary and challenging thought too seriously but of simple tales written in simple lang-

uage." The new supplementary readers from the lower grades and the easier supplementary readers for your grade are to be used for sight reading. At *least* two supplementary readers should be read in one semester. Two afternoon periods of each week are devoted to sight work. In this type of reading, the chief aim of questions is to keep the minds of the children alert to the various happenings of the stories in order to secure better appreciation and expression on the part of the children.

(c) Silent.

The material may be supplementary history books, other supplementary readers, play movies (reading signs between pictures) and other silent reading drills. For a drill see October, 1921, *Journal of Educational Research*, by I. H. Hoover. Two periods of each week should be used for silent reading. The second grades in most of the schools will be able to read at least two books silently each semester.

"The great purpose of silent reading is realized whenever the attention is focused on the stream of thought rather than on words or phrases." This aim may be attained by asking questions which are answered either by reproduction of the story or by reading orally the answers. To vary the method an outline may be used. It should grow as the children find the facts. Then the class may summarize the lesson by reciting from the outline which has been written on the board.

(d) Review.

These lessons should be a review of stories or parts of them which have been developed in the reading period at least two weeks previously. They may be either time tests or dramatic reading lessons. In the first kind time the first reading. Wait two weeks. Then re-read and time again. Inform the class of the results by charts or graphs. In the latter we should get a high degree of finish in oral reading. One period a week should be reserved for review. Most teachers prefer Friday afternoon.

IV. TESTS:

1. "The degree of comprehension, in the light of the reader's purpose, is rightly taken as a test of good reading."
2. Second Grade Test.

- (a) The material read was new to the children. The book was *Boy Blue and His Friends*. Page 155.
- (b) Ten children in the middle group of the Dubois 2A and ten in the Palmer 2A participated. They read individually and were isolated from the rest of the class. A record was kept of the time it took each child to read the page and also, the number of errors made by each child.
- (c) The average of the two schools for time was 1.4 minutes. The average number of errors for the two schools was 6.7.
- (d) Shall we then expect the average 2A grade child in Springfield to read Page 155 in *Boy Blue and His Friends* in 1.4 minutes with 6.7 errors? We include in errors, all mispronunciations, repetitions, insertions, omissions, and any exchange of words or phrases.

We suggest that any teachers interested, work out similar tests.

2B DEVELOPMENTAL READING LESSON PLAN.

Material:

The Stone In The Road—Winston Second Reader—Page 61.

I. Aims:

The teacher's aim is to help the children solve the problem stated in the preparation. The children's aim is to enjoy the story.

II. Preparation:

(The following words were drilled on in a word drill period preceding the reading lesson. The first fourteen words were worked out phonetically by children. The remaining words were told by brighter children or teacher.)

rich	drag	would
persons	shade	hurt
kind	belong	traveled
rested	drove	travelers
happen	stopped	thirsty
path	stumble	walked
night	in front	written
lift	very	grumbled

We will need these words in our reading. Let us play "secrets" with these words. I am sure we are now ready for the reading.

As we read this story let us see if we can find out why some people succeed and others do not.

III. Presentation:

Study the part of this story that tells the kind of man our story is about. John read it aloud. Study and find out where he lived. Mary read the answer to us. See who will find out first what he did for travelers. Joe read and tell us what he did. (Use the following questions in a similar manner.)

What made this man sad?

Who was the first person to find the stone?

Did he move it?

What did the next person do?

Did other people pass by the stone?

Who stopped when he saw the stone?

What did he say?

Did he move it?

What else did he find there?

What did he do?

Did he know whose gold it was?

How did he take it home?

Did the rich man know who found the gold?

IV. Summary:

Why did the man put the stone in the road?

Does it do any good to grumble and not try to change things that are wrong?

Did you ever see anything in the street that you thought might cause some one trouble?

Did you stop and move it?

Review and drill on following words for mastery: rich, persons, path, thirsty, traveler.

(I think this plan would require one reading period besides one word drill period.)

2B REVIEW READING LESSON PLAN.

Grade 2B One class period of twenty minutes.

Winston Second Reader, page 70. "How Little Rabbit Caught the Sun in a Trap."

I. Aim:

To give the children practice in reading for the purpose of increasing their rate in oral reading by re-reading a story studied about two weeks earlier.

II. Preparation:

About two weeks ago you read the story we are going to read again today. You read it very well. Today let's see if we can read it even better. You will need these words. Watch the board. John may tell the first one, etc., for one minute.

furs	earlier	fierce	sprang
arrows	tracks	world	path

III. Presentation:

Find page 70. As soon as you find it, close the book on your finger until everyone has the place.

When we open our books I'll ask some one to start the story. By and by I'll touch that person and he will stop reading and I'll touch someone else and he will continue the story.

Let's see if we can keep the place so to lose no time when we change the readers. Let's read quickly but make the story clear.

(Teacher touches John who starts reading the story. At the same time she records on her book or a card the exact second of her watch. When the story is finished she again records the exact time. This lets her know how long it took the class to read the story. This class rate can then be compared with the time it took the class to read it before. The record of both readings may be kept for comparison when the story is re-read again.)

IV. Summary:

Comments by teacher and class on general improvement.

2B SILENT READING LESSON PLAN.

Material:

"Ned and Nan in Holland"—Page 70, The Kermis.

I. Aim:

To overcome word difficulties.

To have children form the habit of intelligent and rapid silent reading.

To encourage children to ask questions.

II. Preparation:

The name of our story is The Kermis. Yes, John I am going to tell you the meaning of Kermis. All of you have been to our fair. Ned and Nan are going to a fair but the Hollanders call it a Kermis. Let us see if they have a merry-go-round and good things to eat.

III. Presentation:

Study and find out why the people go to the Kermis. Edna tell us the answer. How did the Dutch people dress for the Kermis and find out what the different kinds of caps tell? John has found out. He may read the answer. Find out the kind of game the boys and

girls played at the Kermis. What did they do? Joseph, Carl. Where do you usually play these games? Mary. Why was the bag race such a hard one to win? Norman. Read aloud the part that tells about the prize, Mavern. Study to find out the kind of a show Hans and Ned saw. Edward, tell us. Yes most boys and girls like dogs. Find out about the good things they had to eat? Josie, read that part. Finish the story to see how it ends. I am not surprised that Ned had a dream that night, are you?

IV. Summary:

Were the games that the children played at the Kermis like any you have ever played? Dorothy, Sarah and Matthew. What part of the Kermis did you like best? Mark, Edith, etc.

(This reading and discussion lesson would require a twenty minute period.)

2A SILENT READING LESSON PLAN.

Material:

"Red Feather," pp. 74-80, *The Voyage to the Big Sea Water*. (This lesson may be taught in a twenty-five minute period or divided into two periods—one fifteen minute reading period and one ten minute language period.)

I. Aim:

The teacher's aim is to train the children in the habit of intelligent silent reading. The children's aim is to enjoy the voyage to the Big Sea Water.

II. Preparation:

(Necessary words and phrases were drilled on during word drill period.) Turn to Page 74. What is the name of this part of the story? Mavern. What did we say the word voyage meant? Edward. What is the Big Sea Water? John. Have any of you seen the sea? I am glad Stella could tell us about the sea because most of us haven't seen it. Since we can't go to the sea now, let us go with Red Feather and Big Eagle. I know they had a lovely voyage. (Teacher writes on board—*The Voyage To The Big Sea Water*.)

III. Presentation:

People usually have a reason for taking trips or voyages. Big Eagle had a reason or purpose in going to the Big Sea Water. Read and find out his purpose. As soon as you have found out, fold your arms. Eyes this way. I am sure everyone has found his aim or purpose. Just remember the reason because I will call on someone for the answer later. Now, we can use the word "Purpose" for our first heading in our outline. (Teacher writes I. Purpose, on the board.)

Second, we are going to find out how Big Eagle and Red Feather got ready or prepared for their voyage. See who will be the first to find out all about the preparation. Read that part to us, Henrietta. Our second heading in our outline is the word "Preparation." (Teacher writes II. Preparation, on the board.)

Big Eagle and Red Feather are going to start on their long voyage. Let us call this heading by the word "Voyage." (Teacher writes III. Voyage, on the board.) What did Big Eagle do on the voyage? How did Red Feather have a pleasant time? Which part of the voyage did you like best? Stanley, Catherine, Kenneth.

At the very beginning you found out Big Eagle's purpose in going to Big Sea Water. The people who remember his purpose

fold their arms. Most of you have good memories. What was it? Marie. Since Indians didn't have money, how was Big Eagle going to get the wampum? Dorothy. Yes, he will give them something for the wampum. Thank you, Henrietta, for your word. They will trade their goods. So our next heading is the word "Trade." (Teacher writes IV. Trade, on the board.) Read and find out what Big Eagle traded. What was it? Isaiah. What did Red Feather do while his father traded?

Since all the trading is over they will have to take their interesting trip back home. (Teacher writes V. Return, on the board.) Something exciting happened on the return voyage. Read about the return and find out what it was Big Eagle did. What did he do? Carl. What part of the return voyage did you like best? Freda, Vincent, etc. Why did it take them longer to return than to go?

IV. Summary:

(The entire room is the audience.)

Kenneth is a good story teller so he may start our story beginning with the purpose and telling all the preparation. Isaiah continue from where he stopped and tell us all about the voyage. Under "Trade" Allena will have to tell us about Big Eagle's trading and also what Red Feather did while his father traded. I think White Cloud and Morning Star were glad to see Big Eagle and Red Feather. John will tell us under V. of our outline about the Return and how Big Eagle and Red Feather made White Cloud and Morning Star happy.

While I read about the voyage you may hear something you have forgotten. (Teacher reads pp. 74-80 to the entire room while children watch the *outline*.)

2B OR 2A SIGHT READING LESSON PLAN.

Material:

"The Snowman and Other Stories," p. 88, The Tale of a Drake.

I. Aim:

Teacher's Aims.

Speedy thought getting.

Speedy thought conveyance.

Children's Aim.

Enjoyment.

II. Preparation:

(Necessary words and phrases were explained and learned in a preceding word drill period.) What is the name of our story, Charles? Look over the first page quickly to see if you need help.

III. Presentation:

Mary may start the story for us. What is meant by "could not pay his way," Carl? Susie, read the next three paragraphs. Did the drake help the king? Donald may read the answer to us. Mavern, go on with the story. You started well, but the last is not quite plain. Why was the drake proud? (He was proud to tell the fox that he had lent money to the king.) Now read the last paragraph again and imagine you are the drake. That was very good. Read another paragraph. Read the next four paragraphs to find out how the drake carried the fox, Ruby. (Continue in the same way to the end of the story.)

IV. Summary and Remarks:

Have you ever read any other story in which some little things helped?

What do you think of the people in this story? Whom do you like best? Why?

Evelyn—"I think our class read well today."

Sam—"I liked Violet's reading. It sounded just as though she were telling us the story."

Lulu—"I liked Edward's reading when he read about the drake's song. He said it out loud, just like the drake."

2B OR 2A READING TEST PLAN.

Time:

One class period of twenty minutes for a group of ten children.

Material:

A story new to the class. Book, *The Natural Method Readers—Second Reader*—Page 25, "How The Quarrel Was Settled"—or any story which the children have not seen or heard and which is of similar difficulty to the regular reading work.

I. Aim:

To rank the different pupils of the class in order as regards (1) rate in silent reading, (2) comprehension.

II. Preparation, and, III. Presentation:

Today I want to find out how quickly you can read and yet get every single fact of the story.

Find page 25 and close your book on your finger until every one is ready.

When I say "Open books" you are to read the whole page to yourself. Stand as soon as you have read it all. Be sure to find out all about the story, and then wait for all the class to finish the page. (As each child finishes the page and stands up the teacher records on her roll card his rank number and the exact second of time at which he finished. Later she can reduce this to the number of words read per minute and place the children's names on the board in order from the quickest reader to the slowest.)

IV. Summary:

Keep your books closed and I'll let you come to me one by one and I'll whisper to you.

(Teacher tests each child on these questions to rank children in comprehension.)

1. What two animals did you read about?
2. Where did one animal live?
3. Where did he go one day?
4. What did he find when he got home?
5. What did each animal say to the other?

These answers are considered right:

1. rabbit and mouse.
2. in a hole in the ground.
or—in a house in the ground.
3. to market.
or—to buy a turnip.
4. found a mouse in his house.
or—found a mouse in the hole in the ground.
5. The rabbit asked the mouse if he didn't know that this was his house.
or—The mouse said to the rabbit, "This is my house."

The mouse asked the rabbit why it was his. He had only made a hole in the ground.

(The wording of these answers may be changed but the ideas should be incorporated.)

Teacher should rank the children in comprehension similarly as has been done for rate.

The final score chart may look like this:

	Rank in rate of silent reading.	Rank in comprehension in silent reading.	Average of two ranks.	Final group ranking in rate and comprehension in silent reading.
Mary	1	5	3	2
John	2	3	2½	1
Grace	4	6	5	5
Flora	7	10	8½	9
Fred	3	4	3½	3
Susie	9	1	5	5
Joe	8	7	7½	7
Kate	5	2	3½	3
Rhea	10	8	9	10
Elizabeth	6	9	7½	7

READING IN THIRD GRADE.

I. AIMS:

1. Thought getting.
2. Increased mastery of mechanics.
3. Increased speed.
4. Raising the standard of good oral reading by emphasizing habits of enunciation, articulation, pronunciation, and expression.
5. Creating a further desire to read.

II. SUBJECT MATTER:

1. Basal text.
 - a. Winston Readers Book III. The III-B will read to page 112. The III-A will finish the book.
2. Minimum supplementary books for 3B—five.
Minimum supplementary books for 3A—five.

III. METHOD AND PLANS:

1. Kinds of reading lessons needed in third grade.
 - a. Developmental.
 - b. Sight.
 - c. Silent.
 - d. Review.
2. Developmental lesson plan.

NOTE: The aims in a developmental lesson are thought getting and word mastery. It is a lesson too hard to be taught as sight, silent, or review. It requires definite word drills. The basal text and supplementary material of equal difficulty serve as developmental material. The time allotted should be five lessons per week, given in the regular morning reading period if convenient.

3. Sight lesson plan.

NOTE: The aim in a sight lesson is speedy thought getting. Material suitable is that in which the thought is simple and interesting enough to be quickly grasped by the child without much word drill or explanation. The time allotted to this type should be two lessons per week, preferably in the afternoon reading period.

4. Silent lesson plan.

NOTE: The aims in this type are thought getting, reproduction of the thought, and organization of the thought. Material involving problems to be solved, such as the Dopp books, are useful in this kind of reading. The time per week should be two lessons, preferably in the afternoon reading period.

5. Review lesson plan.

NOTE: A review lesson is the speedy oral rereading of old material. Its aims are speed, expression, and smoothness. The time given should be one lesson per week, given in the afternoon reading period if convenient.

IV. TESTS:

1. Explanation of a type test of attainments on speed and vocabulary for III-A.

Ten children from Dubois III-A and Palmer III-A read page 53 in Elson's Third Reader. The material was new to all the children who were required to read individually and isolated from the remaining nine children. A record was made of the time taken to read the page and also a record of the number of errors. The average time and the average number of errors made by the two schools are shown in the following results.

2. Results of the test.

Average time required— 1.2 min.

Average number of errors—4.

Similar tests on applied vocabulary, thought getting, or speed might be worked out by interested teachers—See the Second Grade Test Plan for further suggestions.

3A DEVELOPMENTAL READING LESSON PLAN.

Winston Third Reader.

"Measure of Rice." Pages 138-141.

Period—20 minutes.

I. Aims:

1. To master new words in the lesson.
2. To get the thought from the printed page.

II. Preparation:

1. Word drill.

- (a) Words to be mastered:—duty, drove, received.
- (b) Review words:—guess, money, asked, enough, honest.
- (c) Incidental words:—measure, officer, stupid, worth, whole.
- (d) Let the children play this game with the words. Have one child hide his eyes while another child chooses a word from the list. Then the child tries to find the word which was chosen by asking, "Was it duty?" etc. The class answers, "No, it wasn't duty" or "Yes, it was duty." The child continues until he has found the right word. Then another child tries, etc.

2. Explanation of terms.

- (a) Have several children tell the class what they think is meant by a measure of rice. (Teacher correct, if necessary.)

3. Illustrative matter.

- (a) Have a few grains of rice to show the class to make sure that every child knows what rice is.

III. Presentation:

1. You may all read silently the first paragraph and find out what the duty of the price maker was. Alfred, read it aloud.

2. The king did not like his price maker. You may all read silently until you have found the reason. M., read it to us.
3. Whom does the king get for his next price maker? The next paragraph tells you. You may read it to the class, John, without studying it at all.
4. Study the fourth paragraph. What did it tell you about the new price maker? V., read it aloud to us.
5. What did the farmer bring to sell the king? Study until you have found the answer. R., read it to us.
6. The king asked the price maker what the horses were worth. You may find the price maker's answer and read just the answer to the class. J., read it.
7. Why do you think the people laughed at his answer? Study and see. S., read it to us.
8. Study the next three paragraphs. Find the paragraph which tells you what the farmer's friend told him to do. You may read it to the class, Mary.
9. Read without studying to the bottom of the page, Frank.
10. Read on the next page until you have found out what the price maker says a measure of rice is worth. We will see who can find the answer first. When you have found it put your fingers on the paragraph which tells you.
11. Joe has found the answer first. We will let him read it to the class.
12. Read to the end of the story. What became of the stupid price maker?

IV. Summary:

1. Have children re-read the story as a whole.
2. Have a quick review from the blackboard of the words that are to be mastered.

3B REVIEW READING LESSON PLAN.

Winston Third Reader.

"Brother Fox's Tar Baby." Page 28.

Time—20 minutes.

I. Aims:

1. To increase rate in reading.
2. To review known vocabulary.
3. To read to tell the story.

Other Aims:

To correct wrong posture, wrong manner of holding book, finger pointing, etc. As an incentive, the class may judge who read in the best manner and send that child to some other room to read the lesson.

II. Preparation:

Pronounce quickly when I call upon you these words on the board. You have had them all before.

build	some	certainly
break	shouted	shade
burn	send	declare
dinner	again	tongue
early	right	knocking
friend	angry	thief
hurt	nothing	helpless
isn't	when	roast
mean	just	piled
summer	river	

III. Presentation: (Find page 28.)

"John, you may begin the story and tell us what happened on the first day. Would you girls and boys like to close your books to listen this time? Sit up tall and let's see what good listeners you are." (Teacher tells reader any word he doesn't know.)

When he finishes: "John, did Brother Rabbit want to go fishing?" "No, well then how do you think he answered Brother Fox?" "Fine, but did you read it that way?" "Don't you want to read that part again for reading is only talking isn't it?" "That was much better, John."

"Boys and girls, I think you are all good listeners much better than some grown-up people that I know but let's open our books now so we can all follow the story and be ready to go on whenever we are called upon."

"Eva, you may read and tell us what happened the next day." "Eva look at us now and tell us what you just read." "Why you sound so different now—just like Eva. Don't you think you could read that part again and say it just as you talk? Read it again." "Better now, isn't it? Now read us the rest."

"What is the next part about, August?" "Yes, do you want to read us about that funny old Tar Baby? You may read." "August, you read very nicely but don't you think you are rather slow? Perhaps you can try to read more quickly. Let's see if you can't. Fine. Now, I'm sure we will all like to listen to you read."

"Blanche, you may go on and we shall see what happened when the Tar Baby wouldn't answer." "Oh, my, but that was fine. Don't you all like to hear Blanche read."

"Norbert, go on and let's see how angry Brother Rabbit got."

"LaRue, you may read what Brother Rabbit did next." "Do you think that part is funny, LaRue? I don't think you read it so it sounded funny."

"Robert, do you want to show LaRue how to read such a funny part?"

"Listen, LaRue, and see if it doesn't sound funnier when Robert reads it, then we will let you try it again."

"Did you like that boys and girls?"

"Now, LaRue, you read it."

"Julia, read to tell us what happened next."

"Tell us about Brother Fox building a fire, Gabriela."

"Now, Edward, you may have the very best part of the story to read. Tell us about Brother Rabbit's trick."

"Now, Edward, do you think that is just the way Brother Rabbit talked? No. Suppose you look at us and tell us just the way I think he talked. Now, read it that way."

Summary:

"Who did not read? We are going to let you people choose the parts which you like the best and we will close our books while you read them to us."

"Now, Class, let's decide who read the very best and the one we choose may go to the 4th Grade room this afternoon and read for them."

3A SIGHT READING LESSON PLAN.

The Snowman and Other Fairy Stories—Andrew Lang.

"The Three Little Pigs." Page 24.

Length of story—10 pages. Time—25 minutes.

I. Aim:

To help the children get the thought rapidly and therefore to read the new story fluently.

II. Preparation:

1. Word Drill.

I shall have the following list of words on the board to be drilled upon as incidental words to be used in this lesson: eldest, trick, cure, clever, proud, brick, beware, fret, bang, locked.

I shall pronounce each of the words, as the children look at them. I shall then call for volunteers to pronounce the first word. After it has been pronounced correctly, the class will pronounce it in unison. I shall follow this plan with each word and after they are all pronounced correctly, we shall pronounce them again each child answering when his turn comes.

2. Relating and reviewing facts that are already known and that bear on this lesson.

How many have seen little pigs? Do you like them? Why? How many have seen a fox? In what stories have you heard about a fox? What kind of an animal is a fox? Can we trust him?

III. Presentation:

I shall see that each child has a copy of the story. I shall have each child come to the front of the room when reading to the class. If he has any trouble with words, I shall tell him the word without hesitation. He shall not be interrupted with questions or suggestions, the object being to have him without help, grasp the thought rapidly. Every child in the class will have a chance to read.

IV. Summary:

Which of the pigs was the wisest? Tell about the houses of the three pigs. Who had the best house? Tell what happened to each pig. What happened to Mr. Fox?

Without using our books we shall play the story. Those children who play the story well have certainly grasped the thought.

3A SILENT READING LESSON PLAN.

Text—Dopp—The Tree-dwellers.

Pages 89-98.

Time—20 minutes.

I. Aims:

To give children practice in thoughtful reading by answering these questions:

1. The first feeling of the Tree-dwellers toward fire.
2. Their second feeling toward fire.
3. The first change the conquest of fire caused in the life of the Tree-dwellers.

II. Preparation:

Teacher: "Is fire a good thing, John?"

John—"I think it is because it cooks our food and helps to keep us warm."

Harold: (volunteers.) "Engineers need fire to help pull their trains and factories need coal to help make their machinery go."

Teacher: "Was there ever a time when people had not learned to use fire Mildred?"

Mildred: "I don't think the Tree-dwellers know how to use fire because they ate their food raw and slept in trees so that the animals would not get them. I think that if they had had fire that they would have found out that animals were afraid of it and then they would not have slept in trees anymore."

Teacher: "That is right, Mildred. But does fire ever do any harm, Roy?"

Roy: "Yes, when it burns down houses, stores, and buildings."

Teacher: "Then fire is a good thing when controlled but harmful when it gets beyond our control. Let us remember that fire had first to be conquered before it could be of any use to the Tree-dwellers. We know how we feel toward fire, now let us find out how the Tree-dwellers felt toward it."

III. Presentation:

"In your lesson today you are to find out three things. I shall write them on the board."

I. The first feeling of the Tree-dwellers toward fire.

II. The second feeling of the Tree-dwellers toward fire.

III. How the use of fire changed the life of the Tree-dwellers.

"Open your books to page 89. I shall give you three minutes to read silently the first chapter. That chapter will answer the first question. Ask for any words that you don't know and no moving of lips while you read."

(The class reads and teacher tells the words asked for. She writes those asked for on a piece of paper, to be drilled on at close of the lesson. At the end of three minutes the class with the exception of one or two has finished the chapter and is ready to report. John has not finished.)

Teacher: "John you have read far enough to answer the first question."

John: "When the Tree-dwellers first saw the fire they felt afraid of it."

Teacher: "Prove it John." (John reads lines which prove his point.)

Helen: (volunteers.) "It says that they were afraid of some other things too. May I read what it says?" (She reads about the Tree-dwellers being afraid of thunder and lightning and also of wild animals.)

Paul: (volunteers.) "I think it is funny where it says that they thought the fire was a red monster that ate wood and trees."

Teacher: "Where does it say that?" (Paul reads it.)

Teacher: "Tell us how Bodo felt several years later when the fire again broke out, Harold." (Harold tells in his own words the part called for, bringing out the point that while Bodo was still afraid of the fire yet he was curious about it and wondered about it.) Teacher steps to the board and asks again for the first feeling towards fire. After the right response she writes the word "Fear" under the first point in the outline.

Teacher: "Now study the next chapter beginning on page 93 and answer the next two questions. You may have five minutes."

(Teacher gives individual help when needed. At the end of five minutes, time is called and class gives attention.)

Teacher: "What was their second feeling, Harry?"

Harry: "They wanted to make friends with the fire by giving it wood to eat. I can read lines which say so." (He proves his answer.) Teacher writes under Question II in the outline, "Their wish to make friends with the fire."

Hal: (volunteers.) "I can answer the third question. I can tell how the use of fire changed the life of the Tree-dwellers. It gave them their first real home and they no longer had to live in trees unless they wanted to, because they found out that animals were afraid of fire." (Hal reads several sentences which tell that the animals were afraid of fire.)

Teacher: "That is good, Hal. There were other ways in which fire changed the life of the Tree-dwellers but we are working for the first, great change."

Edward: (volunteers.) "But Sharptooth helped Bodo make friends with the fire. She helped him watch it that night and helped him feed it. She liked the warmth it gave and the pleasant firelight."

Teacher: "Where does it say that?" (Edward reads the place.)

Mary: (volunteers.) "I think they must have felt happier now that they had a fire to gather around at night."

Jack: (volunteers.) "They felt safer too, because the animals were afraid of the fire."

Jean: "The book says that their home was wherever they carried the fire."

Teacher: "That is good, Jean. Now you tell us again the first great change that fire brought in the life of the Tree-dwellers."

Jean: "It gave them their first home." (Teacher writes it in the outline.)

IV. Summary:

"Let us look now at our outline and read it together."

I. The first feeling of the Tree-dwellers toward fire.

1. Fear.

II. The second feeling of the Tree-dwellers toward fire.

1. A desire to make friends with the fire.

III. The change fire caused in the life of the Tree-dwellers.

1. It gave them their first real home. (Teacher brought out that there were other changes but that this was the first great change.)

Teacher: "Here are some words which you asked for while reading."

beasts of prey.

devoured.

curious.

red monster.

crept cautiously.

branches groaned and cracked.

scarcely walk.

puzzled.

risking his life.

(Teacher pronounced the words weaving the story in as she did so. For instance—"They were afraid of the beasts of prey." Children pronounced the words individually. Teacher gave equivalent meanings for unfamiliar words, used them in sentences familiar to the children, and explained unfamiliar terms. As final review the class gave the words as teacher erased them from the board.)

V. BOOK LISTS.

A. SUPPLEMENTARY READERS.

FIRST GRADE.

NOTE: The grade and class placement of each of the following readers is in accordance with the majority vote of our city primary teachers who have used the books.

Title.	Publisher.	Grade Class.
Baker and Carpenter Language Primer	Macmillan Co., N. Y.....	1B
Baker and Carpenter Reader, 1st Yr.....	Macmillan Co., N. Y.....	1A
Beacon Primer	Ginn & Co., N. Y.....	1B
Beacon First Reader.....	Ginn & Co., N. Y.....	1A
Cherry Tree Children.....	Little, Brown & Co., Boston....	1A
Child Classics—First Reader.....	Bobbs, Merrill & Co., Indianapolis	1A
Child Rhymes		1B
Cyr—First Reader	Ginn & Co., N. Y.....	1A
Economy Primer	Hall & McCreary Co., Chicago..	1B
Edson-Laing—Book I	Sanborn & Co., Chicago.....	1A
Elson Runkel Primer.....	Scott, Foresman & Co.....	1B
Elson Primary Reader—First Grade.....	Scott, Foresman & Co.....	1A
Fox Primer	G. P. Putnam's Sons, N. Y.....	1B
Fox First Reader.....	G. P. Putnam's Sons, N. Y.....	1A
Free & Treadwell Primer.....	Row, Peterson & Co., Chicago...	1B
Free & Treadwell First Reader.....	Row, Peterson & Co., Chicago...	1A
Graded Literature Readers—First Book	C. E. Merrill Co., N. Y.....	1A
Little Kingdom Primer.....	Rand, McNally & Co., Chicago..	1B
Merrill Primer	C. E. Merrill Co., Chicago.....	1B
Merrill First Reader.....	C. E. Merrill Co., Chicago.....	1A
New Barnes Primer.....	A. S. Barnes, Chicago.....	1B
New Barnes—Book One.....	A. S. Barnes, Chicago.....	1A
Out Door Primer.....	Rand, McNally & Co., Chicago..	1B
Overall Boys	Rand, McNally & Co., Chicago..	1A
Progressive Road—Story Steps.....	Silver, Burdett & Co., Boston...	1A
Progressive Road—Book One.....	Silver, Burdett & Co., Boston...	1A
Rhyme & Story Primer.....	Little, Brown & Co.....	1B
Rhymes & Stories. Eyestone.....	Public School Pub. Co., Bloomington	1B
Riverside Primer	Houghton, Mifflin & Co., Chicago	1B
Searson & Martin Readers, First Grade	University Pub. Co., Chicago...	1A
Story Hour Primer.....	American Book Co.....	1B
Story Hour First Reader.....	American Book Co.....	1A
Sprague Primer	Rand, McNally & Co., Chicago..	1A
Sunbonnet Babies Primer.....	Rand, McNally & Co., Chicago..	1A
Sunshine Primer	Ginn & Co., N. Y.....	1A
Wide Awake Primer.....	Little, Brown & Co., Boston....	1A
Winston Companion Reader, Primer.....	J. C. Winston Co., Chicago.....	1A
Winston Primer	J. C. Winston Co., Chicago.....	1B
Winston First Reader.....	J. C. Winston Co., Chicago.....	1A
Work-a-Day Doings	Silver, Burdett & Co.....	1A
Work-a-Day Doings on the Farm.....	Silver, Burdett & Co.....	1A
Young & Field—Book One.....	Ginn & Co., N. Y.....	1A

SECOND GRADE.

Title.	Publisher.	Grade Class.
Baker and Carpenter Language Reader, 2d year.....	Macmillan Co., N. Y.....	2A
Beacon Introductory Second Reader.....	Ginn & Co., N. Y.....	2B
Bow Wow and Mew Mew.....	Educational Pub. Co., Bloomington	2B
Boy Blue and His Friends.....	Little, Brown & Co., Boston....	2A
Bunny Rabbit's Diary.....	Little, Brown & Co., Boston....	2A
Child Classics—Second Reader.....	Bobbs, Merrill & Co., Indianapolis	2A
Child Life II.....	Little, Brown & Co., Boston....	2A
Children of the Cliff.....	D. Appleton & Co., N. Y.....	2A
Circus Reader	Sanborn & Co., Chicago.....	2A
Edson-Laing, Book II.....	Sanborn & Co., Chicago.....	2B
Fairy Stories and Fables.....	American Book Co., Chicago....	2A
Fox Second Reader.....	G. P. Putman's Sons, N. Y....	2A
Free and Treadwell Second Reader.....	Row, Peterson & Co., Chicago...	2A
Graded Classics—II	B. F. Johnson Pub. Co.....	2A
Hiawatha Primer	Houghton, Mifflin Co., Chicago..	2A
Little Playmates	Newson & Co., N. Y.....	2A
Merrill Second Reader.....	C. E. Merrill Co., Chicago.....	2B
Ned and Nan in Holland.....	Row, Peterson & Co., Chicago....	2A
New Barnes—Book Two.....	A. S. Barnes & Co., Chicago....	2A
Nursery Rhymes—Welsh	D. C. Heath & Co., Boston.....	2A
Once Upon a Time Stories.....	Longmans, Green & Co.....	2B
Polly and Dolly.....	Little, Brown & Co., Boston....	2A
Pretty Polly Flinders.....	Little, Brown & Co., Boston....	2B
Progressive Road Book II.....	Silver, Burdett & Co., Boston...	2B
Red Feather	Lyons & Carnahan Co., Chicago	2A
Reynard The Fox.....	American Book Co., Chicago....	2B
Riverside Second Reader.....	Houghton, Mifflin & Co., Chicago	2B
Searson and Martin, Second Grade.....	University Pub. Co., Chicago...	2B
Story Hour, Second Reader.....	American Book Co., Chicago....	2A
Ten Little Brownie Men.....	A. Flanagan & Co., Chicago....	2A
That's Why Stories.....	Newson & Co., N. Y.....	2A
Tommy Tinker's Book.....	Little, Brown & Co., Boston....	2A
Twilight Town	Little, Brown & Co., Boston....	2B
Winston Second Reader.....	J. C. Winston Co., Chicago....	2B & 2A
Young and Field—Book Two.....	Ginn & Co., N. Y.....	2B

THIRD GRADE.

Title	Publisher.	Grade Class.
Arlo	Riverdale Press, Boston.....	3A
Around the Lightwood Fire.....	B. F. Johnson & Co., N. Y.....	3A
A Visit to the Farm.....	Macmillan Co., N. Y.....	3A
Baker and Carpenter Third Reader.....	Macmillan Co., N. Y.....	3A
Big People and Little People of Other Lands	American Book Co.....	3B
Cave Boy of the Age of Stone.....	D. Appleton & Co., N. Y.....	3A
Circus Cotton Tails.....	A. Flanagan & Co., Chicago....	3B
Classic Myths—Judd	Rand, McNally & Co., Chicago..	3A
Docas	D. C. Heath Co., Chicago.....	3A
Early Cave Men.....	Rand, McNally & Co., Chicago..	3A
East O' the Sun and West O' the Moon	Row, Peterson & Co., Chicago...	3B
Elson Primary Reader, Book I.....	Scott, Foresman Co., Chicago...	3A
Fables From Afar.....	Newson & Co., N. Y.....	3B

Title.	Publisher.	Grade Class.
Fairbanks Home Geography.....	Educational Pub. Co., Bloomington, Ill.	3A
Free and Treadwell Third Reader...	Row, Peterson & Co., Chicago...	3A
Howe Third Reader.....	Chas. Scribner's Sons.....	3A
How the Present Came from the Past.....	Macmillan Co., Chicago.....	3A
Jataka Tales of India.....	Century Co., N. Y.....	3B
Just Stories	A. Flanagan & Co., Chicago....	3A
Elson Reader—Book III.....		
Lodrix	D. Appleton & Co., N. Y.....	3B
Merrill Third Reader.....	C. E. Merrill Co., Chicago.....	3B
Merry Animal Tales.....	Little, Brown & Co., Boston....	3B
Mother West Wind's Children.....	Little, Brown & Co., Boston....	3A
Natural Method Third.....	Chas. Scribner's Sons, Chicago..	3A
Old Mother West Wind.....	Little, Brown & Co., Boston....	3A
Pets and Companions.....	Ginn & Co., N. Y.....	3B
Peter and Polly in Spring.....	American Book Co., Chicago....	3B
Peter and Polly in Winter.....	American Book Co., Chicago....	3B
Pinocchio	Ginn & Co., N. Y.....	3A
Play a While.....	Little, Brown & Co., Boston....	3B
Progressive Road III.....	Silver, Burdett & Co., Boston....	3A
Rago and Goni.....	D. Appleton & Co., N. Y.....	3B
Robinson Crusoe	Public School Pub. Co., Bloomington, Ill.	3A
Searson and Martin Third.....	University Pub. Co., Chicago....	3B
Seven Little Sisters.....	Ginn & Co., N. Y.....	3A
Snowman and Other Stories.....	Longmans, Green & Co., Chicago	3B
Stories to Act II.....	Rand, McNally & Co., Chicago...	3B
Tree Dwellers	Rand, McNally & Co., Chicago..	3B
Weavers and Other Workers.....	Rand, McNally & Co., Chicago..	3B
Winston Third Reader.....	J. C. Winston Co., Chicago.....	3B & 3A

B. REFERENCE BOOKS FOR CHILDRENS' READING TABLE.

NOTE: Whenever a book on this list is supplied in sets, for supplementary reading, in any primary grade in your building, the single copy must be taken from the reading tables.

GRADE I.

Author.	Title.	Publisher.
Aldin, Cecil	Merry Party Series (Picture Book in One Volume).....	Doran.
Aldin, Cecil	Merry Party Series in Six Volumes	Doran.
Aldin, Cecil	a. Forager's Hunt Breakfast.....	Doran.
Aldin, Cecil	b. Rag's Garden Party.....	Doran.
Aldin, Cecil	c. Master Quack Gives a Water Picnic	Doran.
Aldin, Cecil	d. Tabitha's Tea Party.....	Doran.
Aldin, Cecil	e. Peter's Dinner Party.....	Doran.
Aldin, Cecil	f. Humpty & Dumpty Give a Fancy Ball	Doran.
Banta	Brownie Primer	A. Flanagan Co.
Bannerman	Little Black Sambo.....	F. A. Stokes & Co., N. Y.
Blaisdell, E. F.....	Mother Goose Children.....	Little, Brown & Co.
Braden	A Little Book of Well Known Toys	Rand, McNally & Co.
Brooke, L. L.....	The Golden Goose Book (1 vol.) or in 4 separate books.....	F. A. Warne & Co.

- Brooke, L. L....a. The Golden Goose and Three BearsF. A. Warne & Co.
 Brooke, L. L....b. Johnny Crow's Garden.....F. A. Warne & Co.
 Brooke, L. L....c. Johnny Crow's Party.....F. A. Warne & Co.
 Brooke, L. L....d. The Three Little Pigs and Tom ThumbF. A. Warne & Co.
 BrownThe Jingle Primer.....American Book Co.
 Caldecott, RandolphPanjandrum Picture Book.....F. A. Warne & Co.
 Caldecott, RandolphHey Diddle Picture Book.....F. A. Warne & Co.
 Crane, Walter ...The Baby's Own Aesop.....F. A. Warne & Co.
 Crane, Walter ...a. Beauty and the Beast.....Lane.
 b. BluebeardLane.
 c. CinderellaLane.
 d. Goody Two Shoes.....Lane.
 e. Mother HubbardLane.
 f. Red Riding Hood.....Lane.
 g. Song of Sixpence.....Lane.
 h. This Little Pig.....Lane.
 i. Buckle My Shoe.....Lane.
 Dean Rag Book..Jungle (good pictures of animals)Cupples & Leon.
 Dean Rag Book..A. B. C. Quaint Zoo.....Cupples & Leon.
 Dean Rag Book..Noah's A. B. C.....Cupples & Leon.
 Davidson & BryceBusy Brownies at Work.....Newson & Co.
 DodgeBaby DaysCentury.
 HolbrookPhilip at School.....Houghton, Mifflin & Co.
 Hunt, C. W....The Little House in the Woods.Houghton, Mifflin & Co.
 Gardener, ElizabethWork That Is Play.....A. Flanagan Co.
 Garnet, L. A....The Merry Makers (Picture book)Rand, McNally & Co.
 Hall, Jennie ...Bobby and Betty at Home.....Rand, McNally & Co.
 Lang, Andrew ..Little Red Riding Hood and Other StoriesGinn & Co.
 LeFevre, Felicite.The Cock, The Mouse and The Little Red Hen.....Jacobs.
 Potter, Beatrice. Peter RabbitF. A. Warne & Co.
 Potter, Beatrice..Squirrel NutkinF. A. Warne & Co.
 RobinsonIn ToylandF. A. Warne & Co.
 Sanford, F. P....Pussy Tippy Toes Family.....E. P. Dutton & Co.
 Smith, Gertrude .Jolly PollySmall, Maynard Co.
 Smith, Gertrude .Little EskimoSmall, Maynard Co.
 Wiggin & Smith Pinafore PalaceGrosset Dunlap.
 Wood, May H....The Childrens' First Story BookAmerican Book Co.

GRADE II.

- | Author. | Title. | Publisher. |
|----------|---------------------------------|----------------------|
| Adelborg | Clean Peter | Longmans Green & Co. |
| Baldwin | The Fairy Reader | American Book Co. |
| Bass | In Mythland | D. C. Heath Co. |
| Bates | Fairy Tale of a Dog and a Dame. | |
| Bates | Fairy Tale of a Fox. | |
| Beckwith | In Mythland | D. C. Heath Co. |
| Bigham | Mother Goose Village | Rand, McNally & Co. |
| Bowen | Old Time Stories. | |
| Bryce | Short Stories. | |
| Bryce | Short Stories for Little Folks. | Newson & Co. |

Burgess	Goops	Stokes.
Burgess	More Goops	Stokes.
Burnett	The Good Wolf	Century.
Caldecott	Come Lassies Picture Book	F. Warne.
Cooke	Nature Myths and Stories	A. Flanagan.
Deming	Little Indian Folk	Stokes Co.
Deming	Little Red People	Stokes Co.
Dodge	Rhymes and Jingles	Scribner's Sons.
Dole	Crib and Fly	D. C. Heath & Co.
Garnett	The Muffin Shop	Rand, McNally & Co.
Greenaway	Marigold Garden	F. A. Warne.
Greenaway	Pied Piper	F. A. Warne.
Grover	Sunbonnet Babies in Holland	Atkinson, Mentzer Grover Co.
Grover	Kittens and Cats	Atkinson, Mentzer Grover Co.
Haaren, J. H.	Rhymes and Fables	Newson Co.
Harris	Eugene Field Reader	Scribner's Sons.
Heller	Jack and the Bean Stalk.	
Heller	Snowdrop.	
Hix	Jack and the Bean Stalk	Longmans, Green & Co
Howard	Banbury Cross Stories	C. E. Merrill Co.
Hunt	Cat Stories	Houghton, Mifflin Co.
Ivimey	Three Blind Mice	F. A. Warne Co.
Klingensmith	Household Stories	A. Flanagan Co.
Lane	Stories for Children	American Book Co.
Lang	The Princess on the Glass Hill	Longmans, Green & Co.
Lang	Jack the Giant Killer	Longmans, Green & Co.
Lang	Jack and the Bean Stalk	Longmans, Green & Co.
Lear	Nonsense Verse	F. Warne Co.
Mott	Fishing and Hunting	American Book Co.
Mott	Indoors and Out	American Book Co.
Morley	Seed Babies	McClurg Co.
O'Shea	Six Nursery Classics	D. C. Heath Co.
Poulsion	Runaway Donkey	Lothrop, Lee & Shepard.
Poulsion	Through the Farm Gates	Lothrop, Lee & Shepard.
Pyle	In the Green Forest	Little, Brown & Co.
Pyle	Six Little Ducklings	Dodd, Mead & Co.
Saxby	Life of a Wooden Doll	Duffield.
Sindelar	Nixy Bunny in Far Away Land	Beckley-Cardy Co.
Skinner, A. M.	Child's Own Book of Verse	Macmillan Co.
Skinner, E. L.		
& A. M.	Nursery Tales from Many Lands	Scribner's Sons
Smith, Elmer B.	Santa Claus and All About Him	Stokes.
Smith, Elmer B.	The Seashore Book	Stokes.
Smith, Gertrude	Arabella and Araminta Stories	Small, Maynard Co.
Smith, Gertrude	Roggie and Reggie Stories	Harper.
Smith, Gertrude	Lovable Tales of Janey and Josephine and Joe	Harper.
Smith, L. R.	Bunny Boy.	
Smith, L. R.	Bunny Boy and Grizzly Bear.	
Smith, L. R.	Three Cotton Tails.	
Smith, L. R.	Tale of Bunny Cotton Tail.	
Turpin	Classic Fables	Merrill.
Weatherley	Book of Gnomes	Dutton.
Wiley	Mewanee	Silver, Burdett & Co.
	Heart of Oak I	D. C. Heath.
	Heart of Oak II	D. C. Heath.

GRADE III.

Author.	Title.	Publisher.
Aesop	Aesop's Fables	Ginn & Co.
Anderson	Fairy Tales	Ginn & Co.
Baldwin	Fairy Stories and Fables	American Book Co.
Baldwin	Fifty Famous Stories Retold	American Book Co.
Baldwin	Gulliver's Travels	American Book Co.
Baldwin	Old Greek Stories	American Book Co.
Barrie	Peter Pan	Scribner's Sons.
Baum, F. L.	The Wizard of Oz	Ginn & Co.
Bayliss	Lolami	Public School Pub. Co.
Brine	Little Lad Jamie	Dutton Co.
Brown	The Lonesome Doll	Houghton, Mifflin & Co.
Brown	Brothers and Sisters	Houghton, Mifflin & Co.
Browning	The Pied Piper of Hamelin	Rand, McNally & Co.
Burgess	Mother West Wind's Neighbors	Little, Brown & Co.
Chance	Little Folks of Many Lands	Ginn & Co.
Cherubini	Pinocchio in Africa	Ginn & Co.
Craik	Adventures of a Brownie	D. C. Heath.
Edgar	Treasury of Verse for Little Children	Crowell.
Drummond	The Monkey that Would Not Kill	Dodd.
Dutton	In Field and Pasture	American Book Co.
Fox	Adventures of Blackberry Bear.	
Francis	Book of Cheerful Cats	Century Co.
Holbrook	Book of Nature Myths	Houghton, Mifflin & Co.
Hoft	Jack and Fire Dog.	
Jackson	Letters from a Cat	D. Appleton & Co.
Jacobs	English Fairy Tales	Putnam.
Lang, Andrew	Prince Darling	Ginn & Co.
Lang, Andrew	Cinderella	Ginn & Co.
Lang, Andrew	Alladin and His Lamp	Ginn & Co.
Lang, Andrew	Dick Whittington	Ginn & Co.
Lang, Andrew	Little Red Riding Hood	Ginn & Co.
Lang, John	Robinson Crusoe	Dutton.
Nidd	Ab, the Cave Man	A. Flanagan Co.
Perkins	Eskimo Twins	Houghton, Mifflin & Co.
Phillips	Wee Ann	Houghton, Mifflin & Co.
Pyle	Careless Jane	Dutton.
Pyle	Three Little Kittens	Dodd, Mead & Co.
Saunders	Beautiful Joe	Scribner's Sons.
Scudder	Grimm's Household Tales	Houghton, Mifflin & Co.
Scudder	Book of Fables & Folk Stories	Houghton, Mifflin & Co.
Scudder	Arabian Nights	Houghton, Mifflin & Co.
Serl	In Animal World	Silver, Burdett & Co.
Sindelar	Father Thrift and His Animal Friends	Beckley-Cardy Co.
Skinner	Happy Tales for Story Time	American Book Co.
Stevenson	Child's Garden of Verse	Scribner's Sons.
Swett	Littlest One of The Browns.	
Tileston	Sugar and Spice	Little, Brown & Co.
White	When Molly was Six	Houghton, Mifflin & Co.
Williston	Japanese Fairy Tales	Rand, McNally & Co.
Wilson	Myths of Red Children	Ginn & Co.
Wiltse	Grimm's Fairy Tales	Ginn & Co.
Wyss	Swiss Family Robinson	Ginn & Co.
Lansing, M. F.	Quaint Old Stories to Read and Act	Ginn & Co.

VI. INCENTIVES AND DEVICES.

A. Incentives:

1. "Who is smart enough to name all the words?"
2. "I couldn't say the words any better than that myself."
3. "Try it again and see if you know them now."
4. "Good."
5. "Fine."
6. "Let's clap for him."
7. "Fine. I thought you were smart enough to do that."
8. "I'll put Jane's name on the board and put a star for her because she did so well today."
9. "I am going to make a picture or graph showing how much better you have read today than in the last review lesson."
10. "You read much better today, James."
11. "Richard, your reading wasn't as smooth as some of the others, but you expressed the thought."
12. "Fine, James, you may read that story to Miss _____'s room."
13. "Edward will go home at 11:35 today. He doesn't need any extra help when he works hard in class."
14. Time tests for speed.
15. Good readers read to Patron's Club.
16. Read selections from library books to the class.
17. Reading for morning exercises.

B. Devices:

1. For locating words in reading material. 1B and 1A:
 - a. Children open books to a certain page. Count lines in concert until teacher says stop. Count words across line in concert until teacher says stop. All are looking at the same word. One child is called upon to say it. Make this snappy.
2. For reviewing story and seeing the idea in script:
 - a. Children give sentences, which tell the main thread of the story. Teacher writes these on the board and children read quickly.

VII. CAUTIONS AND SUGGESTIONS.

1. Avoid inattention and nerve strain by using variety of material and variety in presenting same.
2. Avoid repeating pupils' answers.
3. Give most attention to the pupils just below average: that is do not exploit the best pupils.
4. Keep the lower third of the pupils occupied. See that all work all the time and that each recites.
5. Have a program; stick to it.
6. Economize pupils' time by avoiding unnecessary remarks.
7. Give profitable seat work.
8. Keep attendance as near perfect as possible.
9. Create an audience situation for a child in oral reading. It is inspiring.
10. Commend the children's best efforts; do this thoughtfully.
11. Keep after high standards in everything.
12. Avoid pointing to sentences, word by word in reading.
13. Aim to prevent lip movement in reading.
14. Do not print (hand print) any work on the board.
15. Watch the ventilation and lighting in the room.
16. Work for clear enunciation, especially on the ends of words.
17. Eliminate vocalization in the second grade.
18. Watch the habits leading to proper handling and care of books.
19. Find substitutes for the raising of hands.
20. Insist upon a healthful, easy body posture.

21. Supply unknown words immediately.
22. Periods should be full of vivacity and enthusiasm.
23. Correct grammatical errors immediately.
24. Don't depreciate the children.
25. Watch the light on the child's book.
26. Avoid the use of "all right."
27. Give each child his full share of class time.
28. Have word drills separated from the reading lessons.
29. Work for articulation, enunciation and comprehensive expression.
Enunciation is mainly a matter of habit.
30. Call upon slower pupils for the easier parts.
31. The group, which is kept for extra work, must also read at their regular periods.
32. Avoid concert work.
33. Do not use the same device too long.
34. Be sure children pronounce words correctly. Pronunciation must be up to date.
35. Avoid slow work.
36. See that each child gets an equal share of time and attention.
37. Don't discourage children who read ahead. Give them an odd book, in which to study, then let them read a story from this odd book to the class after the class work is finished.
38. Give many short reading parts to slow children and a few long ones to the quicker children.
39. Use liners.
40. Emphasize phrase drill more than single word drill.
41. Avoid needless repetition, as "Say it again."

VIII. REFERENCE BOOKS FOR TEACHERS.

Title.	Publishers.
Baltimore Course of Study.....	Warwick & York, Inc.
Course of Study.....	Nashville, Tenn.
Course of Study in English.....	Detroit, Mich.
Course of Study in Reading.....	Wichita, Kansas.
Reading in the Primary Grades—Jenkins...	Houghton, Mifflin Co.
Reading in the Public Schools—Briggs and Coffman	Row, Peterson Co.
Silent Reading—O'Brien	Macmillan Co.
The Psychology and Pedagogy of Reading—Hucy	The Macmillan Co.
Free and Treadwell Manual.....	Row, Peterson Co.
The Normal Child and Primary Education..	Gesell.
How to Teach Beginning Reading—Parker..	University of Chicago Press
How to Teach Silent Reading to Beginners—Emma Watkins	Lippincott.
Winston Reader Manuals.....	Winston Publishing Co.
Games, Sense Training and Seat Work—Martha Holton	Flanagan Co.
Eighteenth Year Book—Part II.....	Public School Pub. Co.
Twentieth Year Book—Part II.....	Public School Pub. Co.
A Method of Teaching Primary Reading—Lida Brown McMurry.	
Hints to Teachers—Lida Brown McMurry—Vol. IX, Nov., 1911.....	DeKalb, Ill., Normal School.
Minnesota State Course of Study.	
Reading, Its Nature and Development—Judd	University of Chicago Press.
Teaching Children to Read—Klapper.	
Reading a Manual for Teachers—Laing.	
Studies in Elementary School Reading Through Standardized Tests—Gray.	

LITERATURE.

A. POEM STUDY.

These poems were chosen by the primary teachers of the Springfield Public Schools. Each teacher chose her ten favorite poems to use with children of her grade. The poem appears in this list in the grade in which it was listed the greatest number of times. The poems were divided into two groups, one to be learned the other to be read and re-read so to familiarize the children with it. The author and reference book when we have been able to locate them, are listed with each poem in the grade in which it is to be taught. All poems taught should be kept reviewed throughout the primary grades, and be made use of in assembly programs, Patron's Club Programs, Mothers' Day Programs or any room entertainments.

1B GRADE.

Minimum number of poems to be learned, 3.

Minimum number of poems to be read, 6.

Review Mother Goose Rhymes learned in Junior Primary; and teach others if desired.

POEMS FROM WHICH THOSE THAT ARE LEARNED WILL BE SELECTED.

Title.	Author.	Reference.
Bed in Summer.....	Stevenson	Child's Garden of Verse.
Happy Thoughts	Stevenson	Child's Garden of Verse.
If All Were Rain and Never Sun.....	Rossetti	Sing Song.
Little Raindrops	Selected	Nature in Verse.
Mrs. Pussy	E. Poulsson.....	Nature in Verse.
My Shadow	Stevenson	Child's Garden of Verse.
Rain	Stevenson	Child's Garden of Verse.
Santa Claus	Poulsson	(Fingerplays by Poulsson.)
Swing	Stevenson	Child's Garden of Verse.
System	Stevenson	Child's Garden of Verse.
Thank You Pretty Cow.....	Jane Taylor.....	Posy Ring.
Time to Rise.....	Stevenson	Child's Garden of Verse.
Twinkle, Twinkle, Little Star...	Mother Truth's Melodies	Nature in Verse.
Whole Duty of Children.....	Stevenson	Child's Garden of Verse.
Why Do Bells for Christmas Ring	Field	Poems by Field.
Who Has Seen the Wind.....	Rossetti	Sing Song.
Wind, The.....	Stevenson	Child's Garden of Verse.
Worlds Music, The.....	Setoun	(The Children's Treasury.)

POEMS FROM WHICH THE TEACHER WILL MAKE SELECTIONS TO READ TO CHILDREN.

Title.	Author.	Reference.
A Visit from St. Nicholas (Selections from).....	Moore	Posy Ring.
All Things Bright and Beautiful.....	Alexander	Posy Ring.
Autumn	Cooper	Nature and Verse.

Title.	Author.	Reference.
Baby	McDonald	The Children's Treasury.
Christmas Baby	Carleton	(One Hundred Choice Selections.)
Christmas Eve—Little Dear My Soul	Field	Poems by Field.
Flag, Our	Selected	Nature in Verse.
How the Little Kite Learned to Fly	Unknown	The Children's Treasury.
If I Knew the Box Where the Smiles Were Kept.....	Anon	Year of Beautiful Thoughts for Boys and Girls.
Little Plant, The.....	Anon	Graded Memory Selections.
Little Things	Brewer	Thousand Poems for Children.
Pussy Willow	Selected	Nature in Verse.
Sandman	M. Vandergroft..	Posy Ring.
Sing Me a Song.....	Rossetti	Sing Song.
Snowbird	Sherman	Little Folks Lyrics.
Sugar Plum Tree.....	Field	Poems by Field.
Summer Days	Rossetti	Posy Ring.
Suppose	Alice Carey	Nature in Verse.
This is East.....	Anon	Tommy's First Speaker
World Music, The.....	Setoun	The Children's Treasury.

1A GRADE.

Minimum number of poems to be learned, 4.

Minimum number of poems to be read, 8.

Review poems learned and read in 1B.

POEMS FROM WHICH THOSE THAT ARE LEARNED WILL BE SELECTED.

Title.	Author.	Reference.
A Good Play.....	Stevenson	Child's Garden of Verse.
Autumn Leaves	Cooper	Nature in Verse.
Cow	Stevenson	Child's Garden of Verse.
Christmas Song	Ward	Posy Ring.
Daisies	Sherman	Young and Field, II.
Lincoln's Birthday	Ida V. Woodbury.	Pieces for Every Occasion.
Little Artist .....	.....	Nature in Verse.
Little Plant	Kate L. Brown..	Elson Book 1.
Maiden and Bluebird.....	Holton	Searson & Martin, Second Grade.
Robin's Secret	Katherine L. Bates	Searson & Martin, Second Grade.
Thanksgiving Day	Lydia M. Child..	Posy Ring.
Visit from St. Nicholas (Parts).....	Moore	Posy Ring.
What Does Little Birdie Say?.....	Tennyson	Posy Ring.

POEMS FROM WHICH THE TEACHER WILL MAKE SELECTIONS TO READ TO THE CHILDREN.

Title.	Author.	Reference.
Baby Land	Cooper	Home Book of Verse for Young Folks.
Baby Seed Song.....	Nesbit	Posy Ring.
Bunch of Golden Keys.....		Normal Course in Reading 2.
Busy Bee	Watts	Nature in Verse.
Clouds	Christina Rossetti	Winston First Reader.
Dandelion	Emma Payne Erskine	Winston First Reader.
Don't Kill the Birds.....	Colesworthy	Nature in Verse.
Fire		Nature in Verse.
In January	Miller	
Jack in the Pulpit.....	Smith	Nature in Verse.
Kris Kringle	Aldrich	Home Book of Verse.
Kris Kringle Travels.....	Susie M. Best.....	
Lady Apple Blossom.....	Holton	
Life Lesson	Riley	Riley Child Rhymes.
Night Before Christmas.....	Moore	Posy Ring.
Our Mother	Cooper	Pinafore Palace.
Over in the Meadow.....	Wadsworth	Heart of Oak Book, II.
Santa Claus	Unknown	Posy Ring.
Sleep, Baby Sleep.....		Young and Field.
Song of the Little Winds.....	Laura E. Richards	Wide-Awake Second.
Ten Small Soldiers.....		
Violet	Jane Taylor	Posy Ring.
Wee Willie Winkie.....	Miller	Home Book of Verse.
We Thank Thee.....	Margaret Sangster	Nature in Verse.
What the Winds Bring.....	Stedman	Posy Ring.
Who Likes the Rain?.....	Bates	Nature in Verse.
Winter Night	Mary F. Butts.....	Posy Ring.

2B GRADE.

Minimum number of poems to be learned, 5.

Minimum number of poems to be read, 10.

Review poems learned and read in First Grade.

POEMS FROM WHICH THOSE LEARNED WILL BE SELECTED.

Title.	Author.	Reference.
At the Seaside.....	Stevenson	Child's Garden of Verse.
Bells of Christmas.....	Sherman	Posy Ring.
Birthday Gift	Rossetti	Posy Ring.
Boats Sail on the Rivers.....	Rossetti	Young & Field.
Clouds	Sherman	Young & Field.
Father in Heaven.....		
We Thank Thee.....	Emerson	
How Can a Child Be Merry?.....		
Jippy & Jimmy.....	Richards	Young & Field.
Lamplighter	Stevenson	Child's Garden of Verse.
Land of Counterpane.....	Stevenson	Child's Garden of Verse.
Land of Nod.....	Stevenson	Child's Garden of Verse.
Leaves at Play.....		Little Folks Lyrics.
Milking Time	Rossetti	Posy Ring.
Night Before Christmas (Parts of)	Moore	Posy Ring.

Title.	Author.	Reference.
October's Party	Cooper	Nature in Verse.
Robin Redbreast	Allingham	Posy Ring.
Snowflakes	Mary M. Dodge	Posy Ring.
Song of the Cornpopper	Richards	Young & Field.

POEMS FROM WHICH THE TEACHER WILL MAKE SELECTIONS TO BE READ TO THE CHILDREN.

Title.	Author.	Reference.
Child's Prayer	W. H. Smith	Young & Field.
Come Here Little Robin	Lovejoy	Nature in Verse.
Cradle Hymn	Luther	Posy Ring.
Drum, The	Field	Love Songs of Children.
Fairyland	Stevenson	
Flag	Burnett	
Honey Bee	Alice Carey	
If I Knew	Wyman	
I Live For Those		
Japanese Lullaby	Field	Nature in Verse.
Little Elf Man	Bangs	Posy Ring.
Lost Doll	Kingsley	Posy Ring.
Months	Coolidge	Baldwin & Bender.
Peach Tree	Rossetti	
Pussy Willows	Banfield	Wide Awake.
Rain		Beacon Introductory 11.
September	Lovejoy	
Seven Times One	Ingelow	Posy Ring.
Singing	Stevenson	Child's Garden of Verse.
Spring	Thaxter	Posy Ring.
They Didn't Think	Carey	Nature in Verse.

2A GRADE.

Minimum number of poems to be learned, 5.

Minimum number of poems to be read, 10.

Review poems learned and read in First Grade and in 2B.

POEMS FROM WHICH THOSE LEARNED WILL BE SELECTED.

Title.	Author.	Reference.
An April Day	R. Smith	Arbor Day Manual.
April	McDermott	Arbor Day Manual.
Autumn Fires	Stevenson	Child's Garden of Verse.
Dandelion, The	Mrs. Erskine	Winston First Reader.
How the Leaves Came Down	Coolidge	Posy Ring.
Kitten & Fallen Leaves	Wardsworth	Posy Ring.
Lady Moon	Houghton	Posy Ring.
May	McDonald	
My Bed is a Boat	Stevenson	Child's Garden of Verse.
Night Before Christmas (Sele-		
tions from)	Moore	Posy Ring.
Picture Books in Winter	Stevenson	Child's Garden of Verse.
Rain Song	Loeaman	Sunshine—McMurry.
Spider & Fly	Mary Howitt	Nature in Verse.
Sunbeams	Poulsion	Nature in Verse.
Swallow	Rossetti	Young & Field—IV
		Reader.
Voice of the Grass, The	Boyle	Posy Ring.
Where Go the Boats	Stevenson	Child's Garden of Verse.
Winter Song	Miller	
Winter Time	Stevenson	

POEMS FROM WHICH THE TEACHER WILL MAKE SELECTIONS TO READ TO CHILDREN.

Title.	Author.	Reference.
Arrow and the Song.....	Longfellow	Complete Poems.
Cradle Song	Tennyson	Listening Child.
Dandelion	Garabrant	Nature in Verse.
Flowers in Rain.....	Mary F. Butts...	Sunshine—McMurry.
Green Things Growing.....	Craik	Songs of Nature.
Have You Planted a Tree?.....	H. Abbey	Werner's Reading and Recitations.
How Do Robins Build Their Nests?	Cooper	
Mr. Nobody		Book of Verse for Children.
Nonsense Alphabet	Lear	Choice Pieces for Little People.
Rock-a-bye Lady	Field	Poems by Field.
Snowbound	Whittier	Poetical Works—Whittier.
Sweet and Low.....	Tennyson	Posy Ring.
Tiny Little Snowflakes.....	Lucy Larson	Winston Second.
Today	Carlyle	Golden Numbers.
Which Loved Best.....	Allison	New Barnes Second.
Wizard Frost	Sherman	Little Folks Lyrics.
Work	Mary Prescott...	Nature in Verse.

3B GRADE.

Minimum number of poems to be learned, 5.

Minimum number of poems to be read, 10.

Review poems learned and read in First and Second Grades.

POEMS FROM WHICH THOSE LEARNED WILL BE SELECTED.

Title.	Author.	Reference.
Bird's Nest	Lydia Child	Posy Ring.
Boys' Song	Hogg	Winston Third.
Farewell to the Farm.....	Stevenson	Child's Garden of Verse.
Foreign Lands	Stevenson	Child's Garden of Verse.
Frost	Gould	Nature and Verse.
Golden Rod	H. H. Jackson...	Nature and Verse.
Little Boy Blue.....	Field	Poems by Field.
Land of Story Books.....	Stevenson	Child's Garden of Verse.
Man In The Moon.....	Riley	
Moon	Stevenson	Child's Garden of Verse.
New Moon	Follen	Nature and Verse.
Raggedy Man	Riley	Riley Child Rhyme.
Seed	Brown	Nature and Verse.
Talking in Their Sleep.....		Elson Book Four.
Who Stole the Bird's Nest.....	Lydia Child	Posy Ring.
Windy Nights	Stevenson	Child's Garden of Verse.
Visit from St. Nicholas.....	Moore	Posy Ring.

POEMS FROM WHICH THE TEACHER WILL MAKE SELECTIONS TO READ TO THE CHILDREN.

Title.	Author.	Reference.
Barefoot Boy	Whittier	Child Life Poetry.
Corn	Whittier	Nature and Verse.
Children's Hour	Longfellow	Longfellow's Poems.
First Snowfall	Lowell	

Title.	Author.	Reference.
Have You Heard the Wind Go Yoo Yoo?	Field	Poems by Field.
Little Orphant Annie.....	Riley	Riley Child Rhyme.
Night Before Christmas.....	Moore	Posy Ring.
November	Cary	Nature and Verse.
Owl and Pussy Cat.....	Lear	Posy Ring.
Smiles and Tears.....	.....	.....
Sir Robin	Larcom	Nature and Verse.
Thanksgiving	Emerson .....	.....
Wonderful World	W. V. Rands.....	Posy Ring.
Wynken, Blynken, Nod.....	Field	Posy Ring.
Year's at the Spring (Pippa' Passes)	Browning	One Thousand Poems for Children.

3A GRADE.

Minimum number of poems to be learned, 5.

Minimum number of poems to be read, 10.

Review poems learned and read in First, Second, and Third B Grade.

POEMS FROM WHICH THOSE LEARNED ARE TO BE SELECTED.

Title.	Author.	Reference.
Christmas Everywhere	Phillips Brooks .....	.....
The Fairies	Wm. Allingham..	Winston Third.
Good Night and Good Morning..	Lord Houghton..	Posy Ring.
Night Before Christmas.....	Moore	Posy Ring.
Night Wind	Eugene Field....	Field's Poems.
October	Helen H. Jackson.	Nature in Verse.
Our Hired Girl.....	James Riley.....	Riley Child Rhyme.
Seein' Things	Eugene Field....	Field's Poems.
September	Helen H. Jackson.	Nature in Verse.
Sun's Travels	Robt. Stevenson..	Child's Garden of Verse.
The Village Blacksmith.....	Longfellow	Longfellow's Poems.
Wishing	Allingham	Posy Ring.

POEMS FROM WHICH THE TEACHER WILL MAKE SELECTIONS TO READ TO CHILDREN.

Title.	Author.	Reference.
Bluebird	Mrs. E. H. Miller.	Posy Ring.
Brown Thrush	Lucy Larson....	Children's Treasury.
Christmas Wish	Phillips Brooks .....	.....
Clouds	Frank Sherman..	Posy Ring.
Duel, The	Field	Field's Poems.
From a Railway Carriage.....	Stevenson	Child's Garden of Verse.
Just Fore Christmas.....	E. Field	Field's Poems.
Lullaby Land	Field .....	.....
Marching Song	Stevenson	Child's Garden of Verse.
Nearly Ready	Mary Dodge.....	Posy Ring.
One, Two, Three.....	Henry Bunner...	Posy Ring.
Owl	Tennyson	Posy Ring.
Real Santa Claus.....	.....	Elson Book IV.
Robert of Lincoln.....	W. Bryant.....	Posy Ring.
Ride to Bumpville.....	Field	Field's Poems.
Sandman	Mary Vandergroft	Posy Ring.
Sandpiper	James Riley.....	.....
Shuffle Shoon and Amber Locks.	Field	Field's Poems.
Song of Our Flag.....	.....	Elson Book IV.

	Title.	Author.	Reference.
World		Wm. Rands.....	Thousand Poems for Children.
Wonderful Weaver		Gec. Cooper.....	
Your Flag and My Flag.....		Nesbit	Nature in Verse.

REFERENCE BOOKS.

	Title.	Author.
Nature in Verse.....		Lovejoy (edited).
Child's Garden of Verse.....		Stevenson.
Posy Ring		Wiggin and Smith.
Little Rhymes for Little Readers.....		Seegmiller.
Graded Poetry		Alexander and Blake.
Sing Song		Rossetti
Pinafore Palace		Wiggin and Smith.
Poems for Children.....		Celia Thaxter.
Ballads for Little Folks.....		Alice Carey.
Childhood Songs		Lucy Larcom.
Songs of Treetop and Meadow.....		McMurry.
Child Life		Whittier (edited).
Rhymes and Jingles.....		Mary Mapes Dodge.

SELECTIONS FROM POEMS BY:

Longfellow.
Emerson.
Whittier.
Field.
Stevenson.
Tennyson.
Riley.

B. STORY WORK.

The following lists of stories have been handed in by the primary teachers as the ones they prefer to use:

1. To tell to children.
2. To read to children.
3. For children to learn to tell.
4. For children to dramatize.
5. For children to read to each other.
6. As the basis of original written stories.

Each story has been placed in the grade and class in which it was listed the greatest number of times.

Any ten stories may be selected from the following lists for the teacher to tell in each class of each grade.

The stories in the 1B basal reader are not listed, but it is understood that they are also to be told to the children before they read them.

1. STORIES TO TELL TO CHILDREN.

1B GRADE.

Name.	Reference Book.	Author.	Publishing Co.
A Lamb Story.....		Vera McVed.....	
Bobby Squirrel's Tail		C. S. Bailey.....	
Boy Who Cried, "Wolf"	Stories to Tell to Children	Bryant	Houghton-Mifflin.
Butterflies, The			

Name.	Reference Book.	Author.	Publishing Co.
Blackie's Picnic	Just Stories	Klingensmith	A. Flanagan Co.
Babouscka			
Crooked Man's Bird			
Story	Mother Goose		
	Village	Madge Big-	
		ham	Macmillan Co.
Chicken Little	Teacher's Story		
	Tellers Book	O'Grady &	
		Throop	Rand-McNally.
Cinderella	Fairy Tales	Anderson	Dutton.
Christmas Story,			
The		Halibut	
Cap That Mother			
Made, The	For the Story		
	Teller	Bailey	Milton-Bradley.
Doll in the Grass,			
The	Fairy Ring	K. D. Wiggin	Grossett & Dunlap.
Epaminondas	Stories to Tell		
	to Children	S. C. Bryant	Houghton-Mifflin.
Endless Tale		Baldwin	American Book Co.
Four Friends, The	Prog. Road, Book		
	Two		
Fox & the Bumble-			
bee, The	For the Children's		
	Hour	Bailey &	
		Lewis	Milton-Bradley.
Five Chinese Boys,			
The	Kindergarten and		
	First Grade		
	Magazine	Corinne	
		Brown	
		(Retold by)	
Grandfather's			
Penny	For the Children's		
	Hour	Bailey &	
		Lewis	Milton-Bradley.
Grandmother's			
Curtains	For the Children's		
	Hour	Bailey &	
		Lewis	Milton-Bradley.
How the Elephant			
Got His Trunk	Just So Stories	Kipling	Houghton-Mifflin.
Hero of Haarlem	How to Tell Stories	Bryant	Houghton-Mifflin.
Johhny Cake	English Fairy		
	Tales	Jacobs	Scribner's Sons.
Little Jack Roll-			
around		Bryant	Houghton-Mifflin.
Little Half Chick	Free & Treadwell		
	Primer		Row, Peterson.
Little Ugly Boy	Beacon Second		
Little Red Riding			
Hood	Classic Stories	McMurry	
Little Pine Tree		Bryant	Houghton-Mifflin.
Little In-A-Minute			
Little Girls Who			
Wanted the Stars	Firelight Stories	Bailey	Milton-Bradley.
Little Girl Who			
Wished for Christ-			
mas Every Day			

Name.	Reference Book.	Author.	Publishing Co.
Mouse Pie	Folk Tale		
Moon in the Mill Pond, The			
Mother Holle			
Nancy Etticote.....	Mother Goose Vil- lage	Madge Big- ham	Macmillan.
Old Woman Who Lived in a Vinegar Bottle	English Fairy Tales.	Jacobs	Scribner's Sons.
Origin of the Wood-pecker, The.....	Nature Myths.....	Cooke	
Pig Brother.....	How to Tell Stories.	Bryant	Houghton-Mifflin.
Red Headed Wood-pecker	Nature Myths.....	Cooke	
Red Hen and Fox.....		Bryant	Houghton-Mifflin.
Stone Cutter.....	For the Children Hour	Bailey	Milton-Bradley.
Seed Babies Blanket.	For the Children Hour	Bailey	Milton-Bradley.
Story of Christ Child	Luke's Version		
Seven Kids, The.....		Chadwick	Educational Pub. Co.
Tar Baby, The.....	Tar Baby & Other Rhymes	Harris	Appleton Co.
Three Little Pigs...	How to Tell Stories.	Bryant	Houghton-Mifflin.
Three Bears	Stories to Tell to Children	Bryant	Houghton-Mifflin.
Tortoise & the Hare, The	Aesop's Fables		
Teasing Monkey.....			
Tale of the Little Mouse	For the Children Hour	Bailey	Milton-Bradley.
Tomato Story.....	For the Children's Hour	Bailey	Milton-Bradley.
Three Cakes, The...	For the Story Teller.	Bailey	Milton-Bradley.
Wolf & Three Little Cats, The.....	Prog. Road 1.....		
Why Robin's Breast is Red.....			
Why the Bean Wears a Stripe Down It's Back	For the Children's Hour	Bailey	Milton-Bradley.
Who Ate the Dolly's Dinner?	For the Children's Hour	Bailey	Milton-Bradley.

1A GRADE.

Name.	Reference Book.	Author.	Publishing Co.
Another Little Red Hen	Stories to Tell.....	Bryant	
Ant & the Grass-hopper, The.....	Browne Reader III.....		
Anxious Leaf, The.....			
Big Red Apples, The.....		Bailey & Lewis	Milton-Bradley.

Name.	Reference Book.	Author.	Publishing Co.
Crane Express, The.	Holmes Reader III.		
Christmas Story,			
The	Bible		
Clytie	Nature Myths.	F. J. Cooke	A. Flanagan Co.
Camel & Jackal.	Literary Readers II.	Young & Field	Ginn & Co.
Mouse & The Little			
Red Hen, The.	Stories to Tell.	Bryant	Houghton-Mifflin.
Country Mouse & the			
City Mouse, The.			
Discontented Pine			
Tree, The	Household Stories.	Klingensmith	A. Flanagan Co.
Epaminondas	Stories to Tell.	Bryant	Houghton-Mifflin.
Frog, the Cat & the			
Red Hen, The.	For the Children's		
Hour		Bailey & Lewis	Milton-Bradley.
Fairy Boots.	Baldwin II.		American Book Co.
Golden Rod and			
Aster	Nature Myths.	F. J. Cooke	A. Flanagan Co.
Hobyahs, The.	Firelight Stories.	Bailey	Milton-Bradley.
How the Rabbit			
Fooled the Whale			
and the Elephant.		Bryant	
How the Robin Got			
Its Red Breast.		Cooke	Bradley & Co.
How Tommy			
Learned a Lesson.	Baldwin II.		
Little Pink Rose.	Stories to Tell to		
Children		Bryant	Houghton-Mifflin.
Lion & the Mouse,			
The	Stories to Tell to		
Children		Bryant	Houghton-Mifflin.
Little Rabbit Who			
Wanted Red Wings,			
The	For the Story		
Teller		Bailey	
Little Fir Tree, The.		Anderson	
Little Pine Tree.	Baker & Carpenter		
II			
Little Porridge Pot.	Fairy Stories	Grimm	Macmillan.
Lark & Her Young			
Ones, The.			
Morning Glory Seed,			
The			
Mrs. Santa Claus.	For the Children's		
Hour		Bailey	
Mother Nature's			
Carpet		George	
Old Woman & Her			
Pig	Classic Stories	McMurry	
Old Man Rabbit's			
Thanksgiving Din-			
ner	For the Story		
Teller		Bailey	Bradley & Co.
Pony Engine	Some Great Stories.	Wyches	
Prince's Happiness.	Kindergarten & First		
Grade		Bailey	
Poplar Tree, The.	Nature Myths.	F. J. Cooke	A. Flanagan Co.

Name.	Reference Book.	Author.	Publishing Co.
Queer Quarrel, A...	Baldwin II.....		American Book Co.
Sleeping Apple, The.	Child's World.....	Poulsson	Milton-Bradley.
Sun & the Wind,			
The	Stories to Tell to Children	Bryant	Houghton-Mifflin.
Seven At One Blow.	Tales of Laughter..	Wiggin & Smith	
Street Musicians ...	Classic Stories.....	McMurry	
Three Bears	Child's Book of Stories	Coussens	Duffield.
Tom, the Chimney Sweep	A Course in Citizenship & Patriotism.	Cabot, Andrews	
Town Mouse & The Country Mouse....	Stories to Tell Children	Bryant	Houghton-Mifflin.
Wonderful Pot, The.	Firelight Stories...	Bailey	Milton-Bradley.
Wee Bannock, The..	Baldwin III.....		
Whale & The Elephant, The.....			
Wee Robin's Christmas Song	Scottish Fairy Tales	Douglas	Scribner's Sons.

2B GRADE.

Name.	Reference Book.	Author.	Publishing Co.
Burning of the Rice Fields	How to Tell Stories.	Bryant	Houghton-Mifflin.
Christmas in a Barn.	Child's World		
Cat & The Parrot, The	Old World Japan...	Frank Pinders	
Cinderella	Baldwin Fairy Tales		American Book Co.
Dick Whittington...	Fifty Famous Stories	Baldwin	American Book Co.
Dog With the Green Tail, The.....		Bertha Knight	
Epaminondas	Stories to Tell to Children	Bryant	Houghton-Mifflin.
Elephant's Child....	Just So Stories....	Kipling	Doubleday Page Co.
Fire Bringer, The...	The Basket Woman.	Mary Austin	
Faithful John. The King's Servant....	Fairy Ring	K. D. Wiggin	Grosset & Dunlap.
Fox As Herdsman, The	Rhymes & Stories...	Lansing	Ginn & Co.
Golden Cobwebs, The	How to Tell Stories.	Bryant	Houghton-Mifflin.
Hansel & Gretel....	Fairy Stories	Grimm	Macmillan.
How Patty Gave Thanks	Child World		
Hans & the Four Big Giants	In Storyland		

Name.	Reference Book.	Author.	Publishing Co.
How the Jelly Fish Lost His Bones..	Third Book of Stories	Fanny Coe ...	Houghton-Mifflin.
Iron Stove, The...	Fairy Tales	Grimm	Houghton-Mifflin.
Jack & The Bean- stalk	Book of Fables.....	Scudder	Houghton-Mifflin.
Jack-A-Lo			
Johnny & the Golden Goose	Third Book of Stories	Fanny Coe ...	Houghton-Mifflin.
Jackal & the Camel	Firelight Stories ..	Bailey	Milton-Bradley,
Little Black Sambo.....		Bannerman ..	Stokes.
Little Lame Squir- rel's Thanks- giving	Stories & Rhymes for Children	Bailey	
Little Daylight	At the Back of the North Wind	Geo. Mac- Donald	
Little Match Girl...	Fairy Tales	Anderson	
Lad Who Went to the North Wind..	East O' the Sun & West O' the Moon.	Thorne-Thom- son	
Mr. Ground Hog.....		P. T. Weston.....	
One Eye, Two Eyes, and Three Eyes		Grimm	
Pied Piper of Hamlin	How to Tell Stories.	Bryant	Houghton-Mifflin.
Prince Rolland			
Peter & the Magic Goose	Fairy Stories & Fables		American Book Co.
Rumpel-Stilts- Kin	Tales of Laughter..	Wiggin & Smith	
Rabbit & the Christ- mas Tree, The.....			
Snow White & Rose Red	Fairy Tales	Grimm	
Star Dollars, The.....		Bryant	Houghton-Mifflin.
Story of Wylie, The.	Rab & His Friends.	Dr. John Brown	
Straw, the Coal, the Bean, The....	Classic Stories	McMurry	
Star & the Lily, The	Myths Every Child. Should Know	Mabie	
Twelve Months		Bailey	
Tree in the City....	Golden Windows	Richards	
Two in a Sack.....			
Why the Evergreen Trees are Green..	Stories to Tell	Bryant	Houghton-Mifflin.
Why the Bear Has a Short Tail.....		Holbrook	Houghton-Mifflin.

2A GRADE.

Name.	Reference Book.	Author.	Publishing Co.
Adventures of a Brownie		Craik	Harper.

Name.	Reference Book.	Author.	Publishing Co.
Arachne	Nature Myths & Stories		A. Flanagan Co.
A Boy's Visit to Santa Claus			
Crow & the Pitcher, The	Aesop Fables		Ginn & Co.
Epaminondas	Stories to Tell Children	Bryant	Houghton-Mifflin.
Fairy Shoes, The	Old Stories For Young Readers		Macmillan.
Foolish Chauffeur	Stories to Tell the Littlest Ones	Bryant	Houghton-Mifflin.
Greedy Cat, The			
Golden River, The	How to Tell Stories	Bryant	Houghton-Mifflin.
Hobyahs, The	Firelight Stories	Bailey	Milton-Bradley.
Hare & the Tortoise, The	Aesop Fables		Ginn & Co.
Indian Stories	Pilgrim Stories	Pumphrey	Rand-McNally.
Knights of the Silver Shield	Third Book of Stories	Fanny Coe	Houghton-Mifflin.
Little Red Riding Hood	Rhymes & Stories	Lansing	Ginn & Co.
Little Fir Tree	Stories to Tell to Children	Bryant	Houghton-Mifflin.
Little Betty Baker	Stories to Tell to the Littlest Ones	Bryant	Houghton-Mifflin.
Lazy Jack	Rhymes & Stories	Lansing	Ginn & Co.
Pig Brother	How to Tell Stories	Bryant	Houghton-Mifflin.
Pony Engine & Pacific Express, The		E. A. Alderman	American Book Co.
Peter Rabbit	Studies in Reading	Searson & Martin	
Phillips Valentine	Child World		
Rat Princess, The	How to Tell Stories	Bryant	Houghton-Mifflin.
Sleeping Beauty	For the Children's Hour	Bailey & Lewis	Milton Bradley.
Story of Lincoln			
Tar Baby, The	Tar Baby & Other Rhymes	Harris	Appleton Co.
Two Little Cooks			
Ugly Duckling	Fairy Tales	Anderson	Dutton.
Why the Sea is Salt	How to Tell Stories	Bryant	Houghton-Mifflin.
Wonderful Traveler, The	Best Short Stories		A. Flanagan Co.
Why the Bear Sleeps All Winter	Firelight Stories	Bailey	Milton Bradley.
Why the Woodpecker's Head is Red	Nature Myths	Cooke	Flanagan.
William Tell	Fifty Famous Stories	Baldwin	American Book Co.
Why the Bear is Stumpy Tailed	East O' the Sun & West O' the Moon		Row, Peterson.

-3B GRADE.

Name.	Reference Book.	Author.	Publishing Co.
Androclus & the Lion	Fifty Famous Stories	Baldwin	American Book Co.
Boy & the Wolf, The	Aesop Fables		
Bell of Atri, The...	Fifty Famous Stories	Baldwin	American Book Co.
Bear That Had a Bank Account ...	St. Nicholas, Dec., 1887		
Birds of Killings- worth		Longfellow	
Cinderella	Fables & Folk Stories	Scudder	Houghton-Mifflin.
Cornelia's Jewels ..	Fifty Famous Stories	Baldwin	American Book Co.
Finding of the New World	Tales From Far & Near		Row, Peterson.
First Thanksgiv- ing Day	Story Hour	K. D. Wig- gin'	Houghton-Mifflin.
Four Little Cotton Tails		Smith	Owen Pub. Co.
Golden Cobwebs, The	How to Tell Stories.	Bryant	Houghton-Mifflin.
Grace Darling	Fifty Famous Stories	Baldwin	American Book Co.
Golden Goose, The.....		Tappan	
Gold in the Or- chard, The			
How Cedric Become a Knight		Bailey & Lewis	Milton Bradley.
Hiawatha	Hiawatha Primer ..	F. Holbrook ..	Houghton-Mifflin.
How Moses Was Saved			
Hunt for the Beau- tiful, The	Why the Chimes Rang	Alden	Bobbs-Merrill.
Hero of Haarlem, The	Course in Citizen- ship		Houghton-Mifflin.
How the Rabbit Caught the Sun.....			
Joan of Arc	Tales From Far & Near		Row, Peterson.
King Midas	Stories Children Need	Bailey	Bradley.
Lazy Spinner, The.....		Bailey	
Little Soldier of the Cross	Tales From Far & Near		Row, Peterson.
Little George Washington	Story Hour	K. D. Wig- gin'	Houghton-Mifflin.

Name.	Reference Book.	Author.	Publishing Co.
Legend of the Northland		Phoebe Cary.....	
Pandora	Just Stories	Klingensmith..	A. Flanagan Co.
Rumpel-Stilts-Kin	For the Children's Hour	Bailey	
Robin Hood	Fifty Famous Stories	Baldwin	American Book Co.
Story Printing	Tales From Far & Near		Row, Peterson.
Story of Christmas The	Story Hour	K. D. Wiggin	Houghton-Mifflin.
Story of Lincoln...Cat Tails & Other Tales		Howlister	Flanagan Co.
Story of George Washington	Fifty Famous Stories	Baldwin	American Book Co.
Shepherd Lad Who Became King. The	Old Stories of the East		
Thanksgiving Story. Why the Oak Leaves Have Notches ..	Pilgrim Stories ..	Pumphrey ..	Rand-McNally.
Why Evergreens Keep Their Leaves	That's Why Stories.	Bryce	
	Nature Myths	Holbrook	

3A GRADE.

Name.	Reference Book.	Author.	Publishing Co.
Alice in Wonderland			
Blackie and Ring-tail Stories	Merry Animal Tales	M. A. Big-ham	Little, Brown & Co.
Baucis & Philemon	Nature Myths		Flanagan Co.
Boastful Caterpillar		Bailey	
Daniel in the Lion's Den	Bible		
First Christmas, The	The Story Hour....	W. J. Morrison	
Foxes White-Tipped Tail. The	Primary Education, Nov., 1921		
Golden Apples			
How Fire Came to Earth	Classic Myths	Judd	Rand-McNally.
Hope Desire's Thanksgiving	When First We Go To School		
Jack & the Beanstalk	Old World Wonder Stories		D. C. Heath & Co.

Name.	Reference Book.	Author.	Publishing Co.
Johnnie Chuck Finds the Best Thing in the World	Old Mother West Wind		
Jack, the Giant Killer	Old World Wonder Stories		D. C. Heath & Co.
Lilac Bush, The.....			
Making of the Hammer	Norse Stories	Mabie	Dodd, Mead & Co.
Most Beautiful Thing in the World	Mother West Winds Neighbors		
Magic Apples	In the Days of Giants	Burgess	
Mr. & Mrs. Vine- gar	Firelight Stories ..	Bailey	Milton Bradley.
Mirror of Matsu- yama, The	Story Telling	Edna Lyman	A. C. McClurg.
Nutcracker & Sugardolly	Firelight Stories ..	Bailey	Milton Bradley.
Old Iron Pot, The..	Story Tellers Magazine	Cox	
Old Chinese Woman & the Pig.....	Primary Education, Oct., 1921		
Princess on the Glass Hill, The...	Popular Tales of the Norse	Dasent.....	Dutton Co.
Piccola	Fifty Famous Stories	Baldwin	American Book Co.
Queer Company, The	Firelight Stories ..	Bailey	Milton Bradley.
Red Thread of Courage, The	How to Tell Stories.	Bryant	
Stone Lion, The ...	Story Telling in School & Home...	E. N. & G. E. Partridge ..	Sturgis & Walton.
Wild Swans	East O' the Sun & West O' the Moon		
Why the Bear Sleeps All Winter.	Myths of Many Lands		
Why the Cat Spits at the Dog.....	Story Tellers Magazine		Baker & Taylor Co.

2. STORIES TO READ TO CHILDREN.

Any ten stories may be selected from the following lists to read to children in each class of each grade:

1B GRADE.

Name.	Reference.	Publisher.
Ant and the Grasshopper, The	Aesop's Fables	Porter & Coates.

Reference.	Name.	Publisher.
Adventures of a Brownie.....	.....	Page Co.
Briar Rose	Household Stories	Macmillan Co.
Boots and His Brothers.....	Popular Tales From the Norse	Putnam Co.
Bunny Stories .....	.....	.....
Black Sambo .....	.....	Stokes.
Bow Wow and Mew Mew.....	.....	Educational Pub. Co.
Caterpillar and the Butterfly.....	Storyland	Putnam Co.
Dog With the Green Tail, The	B. Knight .....	.....
Dust Under the Rug.....	Maud Lindsay .....	.....
Dog in the Manger, The.....	Work That is Play.....	A. Flanagan.
Doings of the Little Bears.....	Both Volland Books.....	.....
Elves and the Shoemaker.....	Heart of Oak.....	Ginn & Co.
Easter Chicken, The.....	Child Life	Rand-McNally.
Fisherman & His Wife, The.....	Elson Reader 111.....	.....
Golden Cobwebs, The.....	How to Tell Stories to Children .....	.....
Golden Windows, The.....	Pig Brother .....	.....
Goody Two Shoes.....	For the Children's Hour.....	Bradley.
Going to School in Animal Land .....	.....	Flanagan.
Hansel & Gretel.....	Household Tales	Macmillan.
How Brother Rabbit Fooled the Whale & the Elephant.....	Stories to Tell.....	.....
Honest Woodman, The.....	Child World .....	.....
How the Robin's Breast Became Red	Nature Myths & Stories.....	Flanagan.
Johnny Bear	Lives of the Hunted.....	Scribner's Sons.
Jack-a-lo .....	.....	.....
Jack and the Bean Stalk.....	Fable & Folk Stories.....	Houghton-Mifflin.
Little Freddie With His Fiddle	Norwegian Folk Tales.....	Row, Peterson & Co.
Loraine and the Little People	Norwegian Folk Tales.....	Row, Peterson & Co.
Little Lame Squirrel, The.....	Stories for a Child.....	Milton Bradley.
Little Jackal and the Ali- gator, The	Stories to Tell to Chil- dren	Houghton-Mifflin.
Little Pink Rose, The.....	Stories to Tell to Chil- dren	Houghton-Mifflin.
Little Black Mingo.....	.....	Altamus Co.
Merry Animal Tales.....	.....	Little, Brown & Co.
New Red Dress, The.....	Kindergarten Review .....	.....
One Eye, Two Eyes.....	.....	Macmillan.
Pony Engine, The.....	Christmas Every Day.....	Howell.
Peter Rabbit .....	.....	H. Altamus.
Princess on Glass Hill.....	East O' Sun & West O' Moon	Thorne-Thomson.
Queen Bee, The.....	A Course in Citizenship.....	Houghton-Mifflin.
Raggylug	How to Tell Stories to Children	Houghton-Mifflin.
Straw Ox	Teacher's Story Teller's Book	Rand-McNally.
Shoemaker & Elves.....	For the Children's Hour.....	Milton, Bradley.
The Stars & The Lily.....	Myths Every Child Should Know .....	.....
The Squirrel's Family.....	H. C. Anderson Stories.....	.....

Name.	Reference.	Publisher.
Tom Thumb	Fairy Stories & Fables...	American Book Co.
Twelve Wild Ducks.....	Grimm's Fairy Tales....	Rand-McNally.
Town Mouse & Country Mouse	Stories to Tell to Children	
Tale of Bunny Cottontail.....		
Ugly Duckling	For the Children's Hour..	Milton, Bradley.
Visit From St. Nicholas, A.....		Thos. Crowell Co.
Wind & The Sun, The.....	A Dramatic Reader.....	A. Flanagan.
Winged Horse, The.....	Children's Hour	

1A GRADE.

Name.	Reference.	Publisher.
Anderson's Fairy Tales.....		Ginn & Co.
Ab, The Cave Man.....		
Adventures of a Little Field Mouse	Stories to Tell.....	Houghton-Mifflin.
Apple-seed John	For the Children's Hour..	Milton, Bradley.
A Boy's Visit to Santa Claus	Some Great Stories and How to Tell Them.....	Newson.
Benjy in Beastland.....	Just So Stories.....	A. Flanagan.
Blackie's Picnic		A. Flanagan.
Bunny Rabbit's Diary.....		Little, Brown, Co.
Billy Beg & His Bull.....	Stories To Tell.....	Houghton-Mifflin..
Big Red Apple, The.....	For the Children's Hour..	Milton, Bradley.
Cat That Walked by Himself, The	Just So Stories.....	A. Flanagan.
Cap That Mother Made, The.....	For the Story Teller.....	
Dutch Twins, The.....		Houghton-Mifflin.
Elephant's Child, The.....	Just So Stories.....	Flanagan.
Eskimo Stories		Rand-McNally.
Fairy Ring		Grosset & Dunlap.
Forgetmenot, The	That's Why Stories.....	
Four Friends, The.....	Grimm's Fairy Tales....	Macmillan.
Flax, The	For the Children's Hour..	Milton, Bradley.
Gretchen and the Wooden Shoe	More Mother Stories.....	
Golden Touch	Children's Library	Doubleday Page Co.
How the Elephant Got His Trunk	Just So Stories.....	Flanagan.
How the Home Was Built.....	For the Children's Hour..	Milton, Bradley.
Herr Oster Hase.....	For the Children's Hour..	Milton, Bradley.
House in the Wood, The.....	For the Children's Hour..	Milton, Bradley.
Hans and the Wonderful Flower	For the Children's Hour..	Milton, Bradley.
Halloween Story, A.....	Tell it Again Stories.....	Ginn Co.
King Midas	Kindergarten Stories	
Little Mouse Pie.....	Story Telling Course.....	
Little Black Quasha.....		
Little Lame Prince and the Lion	For the Story Teller.....	Milton, Bradley.
Little Jackals	Stories to Tell to Children	
Little White Rabbit.....	For the Story Teller.....	Milton, Bradley.
Latona and the Frog.....	Household Stories	
Little Lad of Long Ago.....	Children's Hour	
Little Jack Rollaround.....		

Name.	Reference.	Publisher.
Myths of Old Greece.....		Educational Pub. Co.
Mr. Easter Rabbit.....	For the Children's Hour..	Milton, Bradley.
Nutcracker & Sugardolly....	Firelight Stories	
Old Mother West Wind.....	Burgess	
One, Two, Three.....	A Treasure of Verse.....	Thos. Crowell & Co.
Oriole's Journey	For the Children's Hour..	Bradley.
Old Mr. Groundhog.....	Story Telling Course.....	
Pied Piper of Hamlin Town..	How to Tell Stories to Children	Houghton-Mifflin.
Peter & Polly.....		A. Flanagan.
Polly & Dolly.....		Little, Brown.
Peter, Paul & Espen.....	For the Children's Hour..	Milton, Bradley.
Rumpel-stilts-kin	Fairy Tales	Macmillan.
Sleeping Princess	For the Children's Hour..	Milton, Bradley
Scrapefoot	English Fairy Tales.....	Putnam.
Stories of Lincoln.....		
Stories of Washington.....		
Stories of Eskimos.....		
The Tree-Dwellers		
Twilight Town		Little, Brown.
Tom Tip Toe.....	Fairy Tales and Fables.....	
Two Brass Kettles.....	Child Life III.....	
The Three Cakes.....	For the Story Teller.....	Milton, Bradley.
Thrifty Squirrels	Child Life	
Tale of Jasper Jay.....		Grosset & Dunlap.
Tongue-cut Sparrow	For the Children's Hour..	Milton, Bradley.
Who Ate the Dolly's Dinner..	For the Children's Hour..	Milton, Bradley.
Wise Old Horse, The.....	Child World	Milton, Bradley.
Why The Chimes Rang.....	Children's Christmas Stories	Doubleday Page.
Wizard of Oz.....		Riley & Lee.
What The Cow Gives Us....	Kindergarten Stories	Wiltse—Author.
Why The Sea is Salt.....	Stories to Tell.....	

2B GRADE.

Name.	Reference.	Publisher.
Adventures of a Brownie.....		Doubleday Page & Co.
Androclus and The Lion....	Aesop's Fables	Porter & Coates.
Ab and The Oak.....		
Arachne, The Skillful Weaver	Household Stories	Macmillan.
Bell of Atri.....	Fifty Famous Stories.....	Baldwin.
Bruce and The Spider.....		Ginn & Co.
Beauty and the Beast.....		Macmillan.
Black Sambo	Black Sambo	Stokes.
Bear Story	James W. Riley.....	Grosset & Dunlap.
Bobby and His Goat, Billy.....		
Brakman, Tiger & Jackal....	Stories to Tell.....	Houghton-Mifflin.
Brass Kettle	Pilgrim Stories	Rand-McNally.
Christmas Story From the Bible		
Cat That Walked by Himself, The	Just So Stories.....	A. Flanagan.
Discontented Squirrel	A Course in Citizenship..	Houghton-Mifflin.
Danny Meadow Mouse.....	Mother West Wind's Children	Little, Brown & Co.

Name.	Reference.	Publisher.
Four Little Blossoms.....	Mable C. Hawley.....	Geo. Sully & Co.
Foolish Weather Cock.....	Child Classics	Bobbs-Merrill.
Four Musicians of Bremen...	Young Folk's Treasury...	Row, Peterson.
Hiawatha		Houghton-Mifflin.
How the Camel Got His Hump	Kipling Reader	D. Appleton.
Hiawatha's Childhood	A Course in Citizenship..	Houghton-Mifflin.
Johny Chuck's Great Tiger..	Mother West Wind's Children	Little, Brown.
King Midas	In Mythland	D. C. Heath.
Little March Girl, The.....	Hans Anderson Fairy Tales	Ginn & Co.
Legend of the Northland, A..	Household Stories	A. Flanagan.
Mother Frost	Best Short Stories.....	A. Flanagan.
Mr. & Mrs. Vinegar.....		Milton, Bradley.
Puss in Boots.....	Old Fashioned Fairy Tales	
Peter Rabbit's Ears.....	Mother West Wind's Children	Little, Brown.
Raggedy Ann		R. F. Volland Co.
Raggedy Andy		R. F. Volland Co.
Robert of Sicily.....	Best Stories to Tell Children	
Selections From Brer Rabbit.....		
Stories From a Mouse.....		Little, Brown.
Stories of Great Americans.....		American Book Co.
Sleeping Beauty		David McCay.
Sleeping Princess	Grimm's Fairy Tales.....	
Story of Speckle.....	Child World	Milton, Bradley.
Story of Marionette, The...	Kipling Reader	D. Appleton.
Street Musicians	Best Short Stories.....	A. Flanagan.
Striped Chipmunk's Pocket..	Mother West Wind's Children	Little, Brown.
Tum, Tum the Jolly Ele- phant		Berse, Hopkin.
Thumbelina	Anderson Fairy Tales.....	
Ugly Duckling	Ugly Duckling & Other Stories	Sales, Dutton Co.
Why the Sea is Salt.....	How to Tell Stories.....	Houghton-Mifflin.
William Tell	Book of Legends.....	
Why Reddy Fox Has No Friends	Mother West Wind's Children	Little, Brown.

2A GRADE.

Name.	Reference.	Publisher.
Alladin's Lamp	Arabian Nights	Macmillan.
Adventures of Pinocchio.....		Ginn & Co.
Biography of a Grizzly.....		Scribner's Sons.
Bed Time Stories.....		Little, Brown.
Bird's Christmas Carol.....		Houghton-Mifflin.
Childhood of Ji Shib, The.....		Atkinson & Mentzer.
Christmas Story, The.....	Teachers Story Teller's Book	Rand McNally.
Carrots		Crowell.
Dick Whittington & His Cat..	Fifty Famous Stories.....	American Book Co.

Name.	Reference.	Publisher.
Faithful Beasts, The.....	Grimm	
Hiawatha's (Selections)		
How to Bring up a Lion.....	Kipling Reader	D. Appleton.
Hans Who Made the Princess Laugh	Riverside III.....	Houghton-Mifflin.
How Fire Came to Men.....	Nature Myths	Holbrook.
How Cedric Became a Knight.....	In Storyland	Harrison.
Iron Stove, The.....		
Japanese Twins		
King's White Elephant.....	A Course in Citizenship.....	Houghton-Mifflin.
Kind & Clutch.....	Progressive III.....	Silver, Burdette Co.
Little Shepherd, The.....	A Course in Citizenship.....	Houghton-Mifflin.
Little Pine Tree, The.....	Carpenter & Baker Book II	Macmillan.
Little Lord Fauntleroy.....		Scribner's Sons.
Mougli	Jungle Book	Century Co.
Piccola	Story Hour	
Prince Cherry	Stories to Tell.....	Houghton-Mifflin.
Saint Jerome & the Lion.....	Book of Stories for Story Tellers	
Secret Garden		Grosset & Dunlap.
St. George & the Dragon.....	Elson III.....	Scott, Foresman.
Twelve Months	Fairy Ring	Grosset & Dunlap.
Tale of Jasper Jay.....		Grosset & Dunlap.
Wolf & Seven Kids, The.....	Carpenter & Baker.....	Macmillan.
Wellington & the Plowboy.....	Course in Citizenship.....	Houghton-Mifflin.
Wonderful Lamp	Arabian Nights	

3B GRADE.

Name.	Reference.	Publisher.
Alice in Wonderland.....	Carrol	M. A. Donohue.
Beauty and the Beast.....		Macmillan.
Bingi		Scribner's Sons.
Black Beauty		Hurst & Co.
Billy Whiskers Series.....		Saafeld.
Burning of Rice Field.....		
Boy Who Discovered the Spring, The	Why the Chimes Rang....	Bobbs-Merrill.
Crab that Played with the Sea, The	Just So Stories.....	Flanagan.
Curse of Echo, The.....	Twenty Unusual Stories.....	
David the Singer.....		Scott, Foresman.
Gracioso and Perciment.....	Fairy Ring	Grosset & Dunlap.
How Thor Found and Lost his Hammer	Norse Stories	Cummings & Fosteo.
Happy Prince, The.....		Century ...
How the Whale Got His Throat	Just So Stories.....	
History of Tom Thumb.....	Fairy Ring	Grosset & Dunlap.
Jungle Stories		Houghton-Mifflin.
King Arthur Stories.....		
Kingdom of the Greedy.....		Century.
Little Daylight	How to Tell Stories to Children	Houghton-Mifflin.
Little Rabbit Who, Wanted Red Wings, The.....		Century Co.

Name.	Reference.	Publisher.
Legend of Arbutus, The.....	Child World	
Mother West Wind's Animal Friends		Little, Brown.
Mother West Wind's Children.....		
Nightingale, The	How to Tell Stories to Children	
Pumpkin Glory, The.....	Christmas Everyday	Howell.
Pilgrim Stories		Rand McNally.
Pea Blossom, The.....	Carpenter & Baker.....	Macmillan.
Robinson Crusoe		Pub. School Pub. Co.
Snow White & Rose Red.....	Normal Instructor	
Stone Lion, The.....	Story Telling in School & Home	
Story of Wm. Tell.....	Fifty Famous Stories.....	
St. Valentine's Day.....		Abingdon Press.
Story of Siegfried.....		
The Tinder Box.....	Fairy Tales from Ander- son	Flanagan.
Why the Sea is Salt.....	Tales from Norse Stories.....	
Wise Men of Gotham, The....	Fifty Famous Stories.....	American Book Co.
Wild Swans	East O' Sun and West O' Moon	

3A GRADE.

Name.	Reference.	Publisher.
Androclus and the Lion.....	Fifty Famous Stories.....	American Book Co.
Arlo		Putnam.
Butterfly, The	Hans Anderson Fairy Tales	Ginn & Co.
Elephant's Child, The.....	Just So Stories.....	Flanagan.
Fisher Who Let Out Summer, The		Browning.
Gretchen's Christmas	Elson Reader II.....	
Great Walled Country, The....	Why the Chimes Rang...	Bobbs-Merrill.
How the Animals Secured Fire		Century.
How Thor Lost & Found His Hammer	Norse Stories	Cummings & Foster.
Jungle Stories		Houghton-Mifflin.
King John & the Abbot.....	Fifty Famous Stories.....	American Book Co.
King Alfred & the Cakes.....	Fifty Famous Stories.....	American Book Co.
King of the Golden River....	How to Tell Stories.....	Houghton-Mifflin.
Knights of Silver Shield.....	Why the Chimes Rang...	Bobbs-Merrill.
Little Thumblina	Old World Stories.....	D. C. Heath Co.
Lad Who Went to the North Wind	Popular Tales of Norse...	Dutton Co.
Little Hero of Harlem.....	How to Tell Stories.....	Houghton-Mifflin.
Mouffu	Story Hour	Houghton-Mifflin.
Maximillian, The Goose Boy.....		American Book Co.
Nightingale, The	How to Tell Stories.....	Houghton-Mifflin.
Old Pipes & the Dryad.....	Story Telling	A. C. McClurg.
Porcelain Stove, The.....	Story Hour	Houghton-Mifflin.
Pandora	In Mythland	Heath.

Name.	Reference.	Publisher.
Story of Beauty & the Beast.....		Putnam.
Story of Ulysses.....		Putnam.
Story of Perseus.....	Kingsley's Greek Herces.....	
Uncle Remus Stories.....		
Why the Woodpecker's Head Is Red	Nature Myths	Flanagan.
Why the Chimes Rang.....	Why the Chimes Rang....	Bobbs-Merrill.
Waukewa's Eagle	Indian Stories	Bobbs-Merrill.
Washington & His Hatchet.....		American Book Co.

3. STORIES FOR CHILDREN TO LEARN TO TELL.

These stories are the ones the children seem to be most anxious to learn to tell. Before the class learns a story the teacher should tell it many times or the children should read it. Not more than five of these stories for each grade and class need be mastered for telling each semester, but the five selected for such mastery should also be on the list for the teacher to tell or the children to read.

1B GRADE.

Name.	Reference.	Publisher.
Boy and the Goat, The.....		
Chicken Little		
Crow and the Pitcher, The.....	Aesop	Ginn & Co.
Epaminondos	Stories to Tell—Bryant....	Houghton-Mifflin.
Fox and the Grapes, The.....	Aesop	Ginn & Co.
Fox and the Red Hen, The.....	S. C. Bryant.....	
Gingerbread Boy, The.....	Bryant	Houghton-Mifflin.
	Children's Hour—Bailey.....	Milton, Bradley.
	Free and Treadwell	
	Primer	Row, Peterson.
Greedy Dog, The.....		
Hare and the Tortoise.....	Aesop	Ginn & Co.
House That Jack Built.....	Mother Goose	
How the Crow Lost His Voice		
Lame Squirrel, The.....	Bailey	Stokes & Co.
Legend of the Woodpecker, The	Children's Hour	
Little Red Hen, The.....		
Little Red Riding Hood.....	Beacon I	
Little Tuppens		
Old Woman & the Pig.....	Bryant	
	Bailey	Milton, Bradley.
Sun & Wind.....		
Three Bears, The.....	Fairy Tales E. C. S.	
	K.—Mabie	
	Children's Hour—	
	Bailey	Milton, Bradley.
Three Billy Goats Gruff.....	Dasent	Putnam Co.
White Dove, The.....	Elson Runkel Primer.....	

1A GRADE.

Name.	Reference.	Publisher.
Ant and the Dove, The.....	Aesop	
Beauty and the Beast.....	Lansing Fairy Tales.....	Ginn & Co.
Cock and the Hen, The.....		Flanagan Co.

Name.	Reference.	Publisher.
Dog and the Cock, The.....		
Dog in the Manger, The.....	Aesop	
Finding the Stars.....		
Five Peas in a Pod.....	Child World	
Fox and His Bag, The.....		
Goldenrod & Aster.....	Nature Myths—Cook	Flanagan Co.
Greedy Cat, The.....		
Lambikin, The	Stories to Tell—Bryant.....	Houghton-Mifflin.
Lazy Grasshopper, The.....		
Lion and the Mouse, The.....	Aesop	Houghton-Mifflin.
Little Jackal, The.....	Stories to Tell—Bryant.....	Houghton-Mifflin.
Little Pine Tree, The.....	Baker & Carpenter II.....	Macmillan.
Morning Glory Seed, The.....	Poulsson	Milton, Bradley.
Old Man & the Bag of Gold, The		
Peter Rabbit	Potter	Warner.
Seven Little Goats.....		
Sleeping Apple, The.....	Poulsson	Milton, Bradley.
Spot's Kittens	Poulsson	Milton, Bradley.
Teeny Tiny Woman.....	Firelight Stories—Bailey.....	
Three Little Pigs, The.....	Free & Treadwell I.....	
Woodpecker Who Was Sel- fish	Bailey	Milton, Bradley.
Wolf and the Seven Kids, Baker & Carpenter.....		Macmillan.
The		
Wolf! Wolf!	Aesop	

2B GRADE.

Name.	Reference.	Publisher.
Ant and the Grasshopper.....	Aesop	
Careful Hans	Beacon I	Ginn & Co.
Cat and the Mouse, The.....	{ Beacon II	
	{ Firelight Stories— Bailey	Milton, Bradley.
Country Mouse, The.....	Prog. Road to Reading.....	
Crane Express, The.....	Poulsson—The Child World	Milton, Bradley.
Elves and the Shoemaker, The	{ Grimm	
	{ Free & Treadwell.....	Row, Peterson.
	{ Elson III	Scott Foresman.
Fox and the Crow, The.....	Aesop—Free & Treadwell.....	Row, Peterson.
Hans in Luck.....	Free & Treadwell.....	Row, Peterson.
Honest Woodcutter, The.....	{ Young & Field	
	{ Poulsson	Milton, Bradley.
Little Gray Pony, The.....	Lindsay	Milton, Bradley.
Little Half Chick.....	Stories to Tell—Bryant.....	Houghton-Mifflin.
Jackal and the Lion, The.....	Prog. II	
One Eye, Two Eyes, and Three Eyes	Grimm	
Piccola	{ Poulsson—The Child World	Milton, Bradley.
	{ Bryant	Houghton-Mifflin.
Punchinello	Story Hour II.....	
Sleeping Beauty	Carpenter & Baker.....	Macmillan.
Water Lily, The.....	Young and Field.....	
Why the Robin's Breast is Red		
Wolves, Dogs & Sheep.....	Fairy Stories	American Book Co.
Wolf and Little Cats, The...	Prog. Road to Reading I.....	

2A GRADE.

Name.	Reference.	Publisher.
Boy and Birds, The.....	Aesop	
Cinderella	{ Fables & Folk Stories —Scudder	Houghton-Mifflin. American Book Co.
Discontented Fir Tree, The..	{ Free & Treadwell..... Child Lore—Bryce	Row, Peterson. Scribner's Sons.
Dog and His Shadow, The...	{ Aesop	Ginn & Co.
Frog and the Ox, The.....	{ Young and Field Rd.... How to Tell Stories— Bryant	Ginn & Co. Houghton-Mifflin.
Grannie's Blackie	Jataka Tales—Babbitt	
How Patty Gave Thanks....	Poulsson	Milton, Bradley.
Jack and the Beanstalk....	{ Baldwin	American Book Co.
King's White Elephant, The	{ Bryant—Stories to Tell..... Jataka Tales—Babbitt	
Lesson of Faith, The.....	Poulsson	Milton, Bradley.
Little Black Sambo.....		Altamus.
Ox Who Won a Forfeit, The.	Jataka Tales—Babbitt	
Prince Cherry	Stories to Tell—Bryant....	Houghton-Mifflin.
Queen Bee	Grimm	
Star Dollars	Grimm	Ginn & Co.
Tom Tit Tot.....	Young and Field II.....	Ginn & Co.
Tom Thumb	Scudder	Houghton-Mifflin.
Why the Bear is Stumpy Tailed	Nature Myth—Holbrook ..	Houghton-Mifflin.
Why the Robin's Breast is Red	Pratt	
Wind and the Sun, The....	Free & Treadwell II.....	Row, Peterson.

3B GRADE.

Name.	Reference.	Publisher.
Boy and the Wolf, The.....	Stories to Tell—Bryant.....	
Four Musicians of Bremen..		
Fox and the Stork, The....	Free & Treadwell II.....	Row, Peterson.
Golden Cobwebs, The.....	How to Tell Stories— Bryant	
Golden Locks		
Hansel & Gretel.....	2d Year Language Reader.	Macmillan.
Hans and the Four Giants..	Elson III	Scott Foresman.
Jack the Giant Killer.....		
Leak in the Dike, The.....	Child Life	Macmillan.
Long Leather Bag, The....	Just Stories	
Lost Nail, The.....	Grimm	Merrill Co.
Measure of Rice, The.....	Jataka Tales	
Monkey and the Jelly-Fish..	Snowman	Longmans-Green.
Phaeton	Baldwin	
Pied Piper	How to Tell Stories.....	Houghton-Mifflin.
Pocahontas	Child Life	Blaisdell.
Puss in Boots.....		
Sailor Man, The.....	Richards	Little, Brown.
Stone in the Road, The....		
Stripes on the Chipmunk's Back	Indian Myth	Merrill.

Name.	Reference.	Publisher.
Tar Baby	{ French Fairy Tales..... Harris, Uncle Remus Stories	
Valiant Blackbird, The.....	Baker & Carpenter II....	Macmillan.
Why Cats Wash After Eating	Aesop	
Why the Fox Has a White Tip On His Tale.....	3d Method Reader.....	
Why the Rabbit's Tail is Short	Harris	
William Tell	Baker & Carpenter.....	Macmillan.

3A GRADE.

Name.	Reference.	Publisher.
Bag of Winds, The.....	Greek Stories	Merrill Co.
Bear Who Played Soldier, The	Searson Martin II.....	Uni. Pub.
Boy Who Discovered the Spring	Alden	Bobbs-Merrill.
Brownie and the Cook.....		
Fairy Shoemaker, The.....	Elson Reader	Scott Foresman.
Golden Touch, The.....	Bryant	
Great Feast, The.....	Richards	Little, Brown.
Great Walled Country, The..	Alden	Bobbs-Merrill.
How the Bramble Bush Became King		
How Doughnuts Came to be Made	Elson III	
How the Ducks Got Their Fine Feathers	Natural Method Reader III	Scribner's Sons.
How the Robin's Breast Became Red	Story Telling—Lyman ...	A. C. McClurg.
Johnnie Chuck Finds the Best Thing	Old Mother West Wind...	Burgess.
King John and the Merchant.	Prog. III	
King John and the Abbott..	Fifty Famous Stories.....	
Little Steam Engine, The...	Riverside Reader II.....	Houghton-Mifflin.
Prosephone	Jeschke Lang. II.....	
Rumpel-Stilts-Kin	Grimm '	
Snow White and Rose Red.....		
Stone Cutter	Japanese Fairy Tale.....	Merrill.
Tale of a Drake.....	Snowman	
Tale of Peter Rabbit.....		F. A. Warne & Co.
Toads and Diamonds.....	The Snowman	Longmans-Green.
Tongue-Cut Sparrow	Japanese Fairy Tales I.....	
Woodpecker, The	Lyman	A. C. McClurg.

4. STORIES FOR THE CHILDREN TO DRAMATIZE.

All normal children possess the instinct to express through bodily movements the ideas that have found a permanent place in their minds. The instinct, to do, or to act is a common part of a child's mental content.

Lead the children to dramatize again and again at least three of the stories the teacher has told during this semester. The stories should be strong in action and possible of representation. It is suggested that they be taken from this list as each of these has been found satisfactory by one or more of our teachers. This is in addition to dramatization done with the reading stories.

1B GRADE.

Three stories for dramatization is the requirement. This does not include the stories used for reading or stories read from the reader in dramatic form.

Name.	Reference.	Publisher.
Boy and the Goat.....	Free & Treadwell Primer.	Row, Peterson & Co.
Gingerbread Boy	For the Story Hour.....	Milton, Bradley Co.
Three Bears	Stories to Tell Children..	Houghton-Mifflin Co.
Three Cats	Progressive Road to Reading	Silver, Burdett.
White Dove	Elson Runkel Primer.....	Scout, Foresman Co.
Old Woman & Her Pig.....	How to Tell Stories to Children	Houghton-Mifflin.
Robin's Christmas Song....	Teacher's Story Telling Book	Rand McNally.
Little Tame Squirrel.....	For the Story Teller.....	Milton, Bradley.
Fox and the Sheep.....	Progressive Road to Reading	Silver, Burdett & Co.
Little Red Hen.....	Stories to Tell Children...	Houghton-Mifflin.

1A GRADE.

Three stories for dramatization is the requirement. Keep the old stories reviewed as long as the children are interested.

Name.	Reference.	Publisher.
Elves and the Shoemaker....	Stories to Tell Children...	Houghton-Mifflin.
Town Musicians	Teacher's Story Teller's Book	Rand McNally Co.
Straw Ox	Free and Treadwell.....	Row, Peterson Co.
Three Little Pigs.....	Teacher's Story Teller's Book	Rand McNally Co.
Wolf and the Three Cats....	Prog. Road to Reading....	Silver, Burdett.
Clever Jackal	Story Hour Book I.....	Thorne & Thorne.
The Shoe	Young & Field II.....	Ginn & Co.
Little Gray Pony.....	Mother Stories (by Maud Lindsay)	
The Woodpecker Who Was Selfish	For the Story Teller.....	Milton Bradley.

2B GRADE.

Three stories for dramatization is the requirement. Keep the old stories reviewed as long as the children are interested.

Name.	Reference.	Publisher.
City Mouse & the Country Mouse	Tales of Laughter (Popular Edition)	Grosset & Dunlap.
Hansel & Gretel.....	Free & Treadwell II.....	Row, Peterson Co.
One Eye, Two Eyes, Three Eyes	Free & Treadwell II.....	Row, Peterson Co.
Tar Baby	Uncle Remus (His Songs & Sayings)	Grosset & Dunlap.
Easter Rabbit	Stories to Act.....	Rand McNally.

Name.	Reference.	Publisher.
Shepherd Boy Who Cried Wolf	Work That is Play.....	A. Flanagan.
Travelers and the Bear.....	Winston II	Winston Co.
William Tell	Baker & Carpenter II....	Macmillan Co.
Jack & Different Characters from Jack & the Beanstalk.....	Children's Story Hour....	Milton, Bradley Co.

2A GRADE.

Three stories for dramatization is the requirement. Keep the old stories reviewed as long as the children are interested.

Name.	Reference.	Publisher.
Boy and the Wolf.....	Free and Treadwell.....	Row, Peterson Co.
Mouse's Tail	Cyr Dramatic Reader.....	Scribner's Sons.
Rabbit's Walk	Cyr Dramatic Reader.....	Scribner's Sons.
Hare and the Tortoise.....	Aesop's Fables .....	.....
Little Goat Bruse.....	Fairy Stories & Fables.....	.....
The Honest Woodman.....	Child World .....	.....

3B GRADE.

Three stories for dramatization is the requirement. Keep the old stories reviewed as long as the children are interested.

Name.	Reference.	Publisher.
Ram & the Pig Who Went to the Woods	Winston III	Winston Co.
Tom Tit Tot.....	Dramatic Reader	Rand McNally Co.
Child Rowland	Winston III	Winston.
Barmacide Feast	Fifty Famous Stories.....	American Book Co.
The Wise Men of Gotham...	Fifty Famous Stories.....	American Book Co.

3A GRADE.

Three stories for dramatization is the requirement. Keep the old stories reviewed as long as the children are interested.

Name.	Reference.	Publisher.
The Tiger and the Brakman and the Jackal.....	Stories to Tell Children...	Houghton-Mifflin Co.
Hare and the Hedgehog.....	Dramatic Reader II.....	.....
King John & the Abbot.....	Fifty Famous Stories.....	American Book Co.
Turkey's Nest	Barnes Reader II.....	Laidlaw Bros.
Pied Piper of Hamlin.....	Twelve Centuries of Eng- lish Poetry & Prose....	Scott, Foresman & Co.

5. STORIES FOR CHILDREN TO LEARN TO READ TO EACH OTHER.

1B GRADE.

Out of the following list the children should learn to read at least three stories each semester with a true audience situation.

Name.	Reference.	Publisher.
Boy and the Goat, The.....	Free & Treadwell Primer..	Row, Peterson Co.
Chicken Little	Barnes Primer	Barnes Pub. Co.
Gingerbread Boy, The.....	Free & Treadwell Primer..	Row, Peterson Co.

Name.	Reference.	Publisher.
Little Red Hen, The.....	Free & Treadwell Primer..	Row, Peterson Co.
Old Woman and Her Pig, The.....	Barnes Primer	Barnes Pub. Co.
Pancake, The	Free & Treadwell Primer.....	
Three Billy Goats, The.....	Graded Classics	
Wee, Wee, Woman, The.....	Winston Primer	J. C. Winston Co.
Wolf Comes Again, The.....	Barnes Primer	

1A GRADE.

The children should learn to read at least five stories from the following list. Keep reviewed the stories they learned to read in 1B grade, as long as they are interested in them.

Name.	Reference.	Publisher.
A Pig Story.....	New American Reader Book	
Brown Bear & Grey Rabbit.....	New American Reader Book	
Bunny	Easy Road to Reading I..	American Book . Co.
Farmer Brown's Pig.....	Barnes I	Barnes Pub. Co.
Fox and His Bag, The.....	Winston I	
Gingerbread Man, The.....	Barnes I	
Little Topnot	Free & Treadwell I.....	Row, Peterson Co.
Little Half Chick.....	Free & Treadwell.....	Row, Peterson Co.
Lazy Jack	Banbury Cross Stories....	Merrill.
Little Porridge Pot, The.....	Winston I	J. C. Winston.
Playmate, The	Winston I	J. C. Winston.
Red Hen and the Fox.....	Beacon I	Ginn & Co.
Silverlocks & the Three Bears.....	Beacon I	
Wolf & the Seven Kids, The.....	Winston I	
Who Stole the Birds Nest?.....	Barnes I	

2B GRADE.

The children in Grade 2B should master 10 of the following stories and keep reviewed those specialized on in Grades 1B and 1A.

Name.	Reference.	Publisher.
Boy & the Wolf, The.....	Free & Treadwell II.....	
Billy Bobs	Free & Treadwell II.....	
Careful Hans	Beacon I	
Camel & Jackal.....	Prog. Road to Reading II..	Silver, Burdett.
Crow & the Pitcher, The....	Free & Treadwell.....	
Camel & the Jackal, The....	Young & Field II.....	
Dumpy Pony, The.....	Riverside II	Houghton-Mifflin.
Dog in the Manger.....	Stepping Stones II.....	
Fox and the Grapes, The....	Literary II	Ginn & Co.
Fir Tree, The.....	Free & Treadwell.....	
General Blackbird	Baker & Carpenter.....	
Gray Fox	Prog. Road to Reading I.....	
Farmer, The	Young & Field.....	
Hans & the Brownie.....	Prog. Road to Reading II..	Silver, Burdett.
Hans in Luck.....	Free & Treadwell II.....	Row, Peterson.
Jay & the Peacock, The....	Free & Treadwell.....	
Little Rabbit	Winston II	
Little Half Chick.....	Winston II	
Lady Bird & Little Fly.....	Prog. Road to Reading II.....	
Lion & the Mouse, The.....	Free & Treadwell.....	
Little Scar Face.....	Young & Field.....	
Little Gray Pony.....	Searson & Martin.....	

Name.	Reference.	Publisher.
Man, the Boy & the Donkey..	Free & Treadwell II.	
Monkey & the Crocodile, The.	Winston	
Neddy & the Donkey.....	Winston	
Princess & the Golden Ball, The	Winston II	
Red Comb and the Fox.....	Beacon II	
Story of Mr. Fox, The.....	Beacon II	
Why the Dog is an Enemy of the Cat	Winston II	

2A GRADE.

The children in the 2A Grade should have a reading mastery of 20 of these stories in addition to any in previous lists.

Name.	Reference.	Publisher.
Ant and the Dove, The.....	Searson & Martin II.	Univ. Publishing Co.
Boots and His Brothers.....	Riverside II	
Bear Who Played Soldier, The	Searson & Martin II.	
Boy and the Nuts, The.....	Searson & Martin II.	
Bear & the Troll, The.....	Searson & Martin II.	
Cinderella	Free & Treadwell II.	Row, Peterson & Co.
Death of the Cock, The.....	Best Short Stories.....	A. Flanagan.
Discontented Pine Tree, The.	Free & Treadwell II.	
Elves Pointed Slippers, The.	Barnes II	
Fox and the Stork, The.....	Free & Treadwell II.	
Foolish Weathercock, The...	Child Classics II.	Bobbs, Merrill Co.
Foolish Fly, The.....	Beacon II	Ginn & Co.
Garden, The	Winston II	
Golden Blackbird, The.....		
Goats in the Rye Field, The.	Graded Classics II.	
Fisherman & His Wife, The...	Child Classics I.	
Hans, the Shepherd Boy....	Child Classics I.	
How Some of the Animals Were Tamed	Beacon II	Ginn & Co.
Helpful Engine, The.....	Beacon II	
How the Bear Lost His Tail.	Searson & Martin II.	
Jackal & the Alligator, The..	Riverside II	Houghton-Mifflin Co.
King John & the Abbot of Canterbury	Baker & Carpenter II.	
King of the Birds.....	Beacon II	
Little Steam Engine, The...	Barnes II	Barnes Pub. Co.
Lion and the Mosquito, The..	Winston II	
Lilly Etta & Wee Bruin, The.	Story Hour Reader II.	
Mouse that Didn't Think, The.	Barnes II	
Puss in Boots.....	Action, Imitation & Fun Series	Education Pub. Co.
Red Comb & the Fox.....	Beacon II	
Snowman, The	Winston II	
Star Ox, The.....	Searson & Martin	Univ. Pub. Co.
Star Dollars, The.....	Best Short Stories.....	A. Flanagan.
Silly Matt	Searson & Martin III.	
Three Pigs, The.....	The Snowman	
Ugly Boy & the Bear.....	Beacon II	
Wind and the Sun, The....	Free & Treadwell II.	
Wolf and the Crane, The....	Young & Field Lit. Reader II	

In 3B and 3A the children may choose selections from Library Books or from the odd readers on the Room Library Table and perfect 15 or 20 such for audience reading.

6. STORIES FOR WRITTEN REPRODUCTIONS WITH ORIGINAL IMITATIONS.

Story writing is not required but will be found enjoyable in the 1B and 1A Grades. If the 1A teacher wishes to experiment she may have the children write stories of perhaps three or more sentences—one to introduce the characters, one or more to state the quarrel, and one to give the punishment. If the children do not respond show them a picture of a known story and then have them substitute other characters.

"The Goosey Gander," "The Dreamer," "Pretty Cow," and "The Dog and the Kitty Cats" found in "Stories to Tell the Littlest Ones" by Sara Cone Bryant published by Houghton-Mifflin Company are suggested as stories to be imitated in this grade.

Two written original stories in imitation of stories heard are required in each 2B, 2A, 3B, and 3A Grades. Stories that may be used as basis for imitations are as follows:

2B GRADE.

Name.	Reference.	Publisher.
Ant & the Grasshopper.....	Aesop	Stepping Stones to Literature.
Dog & His Image.....	Aesop	Stepping Stones to Literature.
Fox & the Crow.....	Free & Treadwell Book II	Row, Peterson.
Fox & the Stork.....	{ Jacob's Educational Fables	Macmillan Co. .
	{ Aesop's Fables	Ginn & Co.
Fun for the Boys.....	Winston Second Reader.....	
Fox and the Crab.....	Story Telling in School & Home	Sturgis & Walton.

2A GRADE.

Name.	Reference.	Publisher.
Turkey's Nest	Barnes Reader Book II...	Laidlaw Bros.
Hare & Tortoise.....	{ Jacob's Educational Fables of Aesop.....	Macmillan Co.
	{ Baker & Carpenter Second Reader	
Fox and the Grapes.....	Searson Martin Book II...	Univ. Pub. Co.
Fairy Shoemaker	Stories to Act.....	Rand-McNally Co.
Dog and His Shadow.....	{ Aesop's Fables	
	{ Baker & Carpenter Second Reader	Ginn & Co.
Crow* & the Pitcher.....	Jacob's Educational Fables of Aesop.....	Macmillan Co.
Alligator & the Jackal.....	Barnes Reader Book II...	Laidlaw Bros.

3B GRADE.

Name.	Reference.	Publisher.
Boy & Wolf, The.....	Free & Treadwell.....	Row, Peterson & Co.
Cat, Monkey, and the Chestnut	Aesop Young Folk's Treasury Vol. 1. U. Society Inc.	

Name.	Reference.	Publisher.
Cowardly Bat, The.....	Aesop	Merrill Co.
Camel and the Jackal, The..	Searson & Martin Book	
	III	Univ. Pub. Co.
Dog in the Manger.....	Aesop	Merrill Co.
Fox and the Lion.....	Aesop's Fables	Ginn & Co.
Fox in the Well.....	Fables & Folk Stories....	Scudder.
Pig Brother	{ How to Tell Stories to Children	Houghton-Mifflin Co.
	{ Sara Cone Bryant.....	
Wolf and the Grapes.....	Second Language Reader	
	Baker & Carpenter.....	

3A GRADE.

Name.	Reference.	Publisher.
Androclus & the Lion.....	{ Fifty Famous Stories... Jacob's Educational Fables of Aesop.....	American Book Co. Macmillan Co.
Millie's Gingerbread	Ruth Jones Teacher's Practice Book	Century Pub. Co.
Lion and the Mouse.....	Aesop's Fables	Ginn & Co.
Dog and the Horse.....	Elson Third Reader.....	
Apron String	Searson & Martin Book	
	III	Univ. Pub. Co.

HISTORY, GEOGRAPHY, NATURE STUDY AND HEALTH LESSONS.

We have grouped these experience (direct and vicarious) getting subjects together, feeling that they overlap too much to be separated in the primary grades. The material listed for use in these subjects has been handed in by the various teachers and listed in the grade to which it was assigned by the majority.

Let's organize our work in these subjects so to give the children

- a. A great amount of conversational practice;
- b. As much first hand experience through field trips as possible;
- c. Some correlated reading;
- d. Much accurate knowledge supplied in the main by the teacher;
- e. Opportunity for needed correlative, illustrative, and constructive practice.

Reserve at least one period daily for some one of these subjects. Different months may be spent on different subjects. Try to develop each topic selected into a large unit of work continuing day after day for several weeks. Try to keep the right balance among the above a, b, c, d, and e, yet feel justified in letting all points come in the assigned class period.

A. PEOPLE STUDY.

Knowing how interested children are in people who are different from themselves, and realizing how such material lends itself to free conversation, dramatization, and construction work, the following course of study in Primary History is recommended.

Different peoples have been selected for study so as to show how the human race has met the different climatic conditions, or different geographic controls. A people of the cold is studied and later contrasted with one from the tropics.

At the same time these people selected for study show how food, clothing and shelter have been provided through the different ages by people living as hunters and shepherds.

Throughout the entire study, the attention of the class is centered upon the daily life of the people, and the children are led to appreciate their inventions, arts, successes, and ideals, rather than to consider the points of difference between them and ourselves, which would lead the children to consider the foreigner as "queer," "funny," or "peculiar." This is done in the endeavor to teach the unprejudiced mind the unity of humanity and the brotherhood of man.

FIRST GRADE.

September and October:

The Child's Own Home.

- a. Its members.
- b. Their food.
- c. Their clothing.
- d. Their shelter, house.
- e. Work.
- f. Social relations and play.
- g. Pets and other animals.

Illustrate by means of doll's house, of wood, or cardboard construction or illustrated booklets. Follow working outline for People Study.

November:

The Farm.

- a. Source of food supply.
- b. Harvest—Thanksgiving.

December:

The Store.

- a. Necessities.
- b. Pleasures.
 1. Toys.
 2. Gifts, etc.

January:

School Helpers.

- a. Supervisors.
- b. Principals.
- c. Departmental teachers.
- d. Teachers.
- e. Janitor.
- f. Milkman.

Civic Helpers.

- a. Postman.
- b. Fireman.
- c. Policeman.

March and April:

The Farm.

- a. Planting.
- b. As source of much food supply.

May and June:

Other Nature Work.

References—Animal Life—Bass.

Plant Life—Bass.

(See list later in Chapter.)

SECOND GRADE.

September and October:

Indians—Forest and plain: Follow Working Outline for People.

Illustrate on sand table. Children read Indian books.

November and December:

Holidays as they occur, emphasizing the habits, daily life and work of the person or people commemorated by those days.

- a. Thanksgiving—Harvest.
- b. Christmas—Fairy, Biblical, Our own.—(Joy Season.)

January:

Eskimos—A type of primitive man in the cold belt. Follow working outline for people study.

Illustrate on sand table both summer and winter scenes in northern Alaska, or Greenland.

References:

Eskimo Land—Hawkes.

Eskimo Stories—Mary E. Smith.

February:

Lincoln's Birthday.

Washington's Birthday.

Valentine's Day.

March and April:

Dutch.

Follow Working Outline for People Study. Illustrate on sand table.

Read books on Holland Life that are listed for Conversational Lessons.

THIRD GRADE.

September and October:

Tree Dweller—Katherine Dopp.

Children will read the story.

Follow working outline for people.

Illustrate on sand table.

November:

Thanksgiving.

The story of the Pilgrims.

The First Thanksgiving.

The harvest.

Preparation for the feast.

Our Thanksgiving customs.

December:

Christmas.

Tree—Germany.

Stockings—America.

Shoe—Holland.

Basket—Norway.

January:

The Arabian as the beginning of the shepherd stage of development.

Follow working outline for people study.

Illustrate on sand table.

February:

Lincoln.

Lincoln Tablets.

Washington.

March and April:

The Early Cave Men—Katherine Dopp.

Read the story.

Follow working outline for people study.

Use sand table.

WORKING OUTLINE FOR PEOPLE STUDY.

FIRST, SECOND AND THIRD GRADES.

I. Description of People through pictures.

1. face, skin, eyes, hair.

2. race.

3. size, height.

4. dress.

5. action.

II. Location.

1. in world—east, west, north, south.

2. on globe.

a. child's own home.

b. home of people to be studied.

(Child should think location in general terms, as half way around the world from himself, but the teacher should have a definite location for the home of the people to be studied.)

III. Imaginary Journey to the home of the people.

1. conveyance—train, boat, camel, horse, flying machine.
2. tickets, sleepers, diners.
3. exchange of money.
4. amusements en route.
5. rules of the road—turn to the right.

IV. Description of Country en route.

1. contour.
2. rock, soil.
3. plants, trees.
4. animal life.
5. industries.
6. cities.
7. buildings.

V. Description of Destination (Same Points as IV.).

VI. Shelter.

1. permanent.
2. temporary.
 - a. shape, size, color.
 - b. material—source and preparation of.
 - c. parts or rooms—uses of.
 - d. construction of.
 - e. by whom made.

VII. Furnishings.

1. rugs, draperies, material, design, how obtained.
2. furniture—material, design, use, by whom made.

VIII. Food.

1. kinds.
2. sources.
3. how obtained, by whom.
4. how prepared, by whom.
5. how served, by whom, to whom.
6. when served, number of meals per day.

IX. Dishes.

1. shape.
2. material.
3. source of.
4. how and by whom made or obtained.
5. uses of.

X. Clothing.

1. style.
2. material.
 - a. source of.
 - b. how and by whom obtained.
 - c. tools used in obtaining and preparing same.
3. how shaped and sewed.
4. variety of costume.
5. occasions when worn.

XI. Work.

1. Daily.
 - a. of men.
 - b. of women.
 - c. children.
2. seasonal.
 - a. of men.
 - b. of women.
 - c. children.

XII. Amusements.

1. games, music, dancing, festivals, toys, pets.
 - a. description.
 - b. by whom played.
 - c. when played.

- XIII. Weapons and Tools.
 - 1. shape.
 - 2. size.
 - 3. material.
 - 4. use.
 - 5. by whom made.
 - 6. how originated.
- XIV. Characteristics of the People.
 - 1. kindness.
 - 2. bravery.
 - 3. justice.
 - 4. efficiency.
 - 5. honesty.
 - 6. industry.
 - 7. generosity (develop through stories).
- XV. Education and Customs (in and out of school).
- XVI. Conveyances and Beasts of Burden.
- XVII. Line of March or Moving.
- XVIII. Social Organization.
 - 1. The leader, who, how selected, etc.
 - 2. Laws, what, by whom made.
- XIX. What Have These People Given us or Civilization.
 - 1. in knowledge.
 - 2. in material goods.
- XX. What Have We Given Them.

B. INTERESTING FIELD TRIPS THROUGH WHICH PROFITABLE PROJECTS MAY BE DEVELOPED. THE TEACHERS ARE URGED TO MAKE SELECTIONS SUITABLE FOR THEIR DISTRICT.

FIRST GRADE.

Arsenal—Museum.
 Art Club.
 Blacksmith Shop.
 Fair Grounds—Ref. Wells, A Project Curriculum.
 Farm.
 Grocery Store.
 Gardens.
 Lincoln's Home.
 New Homes.
 Park Playgrounds.
 Shoe Repair Shop.
 Toy Shop.

SECOND GRADE.

Art Club.
 Butcher Shop.
 Depot.
 Fire Engine House.
 Green House.
 Library.
 Lincoln's Tomb.
 Park.
 State House.
 State Museum.
 Sun Dial—Study of Time.

THIRD GRADE.

Art Club.
 Arsenal—Museum.
 Brick Yard.

Dairy.

Ice Plant.

New Centennial Building.

Post Office.

Weather Bureau.

Site of first school house in Springfield near northeast corner High School grounds, Washington and Lewis Streets, marked with small boulder and tablet by Springfield Chapter, Daughters of American Revolution 1918.

LINCOLN MARKERS AND WHERE THEY ARE PLACED IN SPRINGFIELD.

1. The site of the office of Stuart & Lincoln, as marked by the Springfield Chapter, Sons of the American Revolution, the site now occupied by the Stuart Confectionery Company, 109 North Fifth Street. (Marked by Tablet).

2. The site of the Globe Tavern in which Mr. and Mrs. Lincoln resided for some time immediately after their marriage, located on the north side of Adams Street, between Third and Fourth Streets. (Marked by Tablet).

3. The office of Logan and Lincoln as located in the building on the southeast corner of the public square, west side of the street, third floor, and known as the old Farmers' Bank Building. (Marked by Tablet).

4. The office of Lincoln and Herndon, the west side of the square, located in the back room of the building which was where is now the building, now on the south 20 feet of the Myers Brothers Building, second floor. (Marked by Tablet).

5. The site of the First Presbyterian Church which was attended by Mr. and Mrs. Lincoln, on the southeast corner of Third and Washington Streets, south side of the street. (Marked by Tablet).

6. The site of the Second Presbyterian Church in which the House of Representatives met on their removal from Vandalia to Springfield and in which Mr. Lincoln served as a member of the Legislature, located on Fourth Street between Monroe and Adams, west side of the street about where the building now known as the News Office is now located. (Marked by Tablet).

7. The room in the Ninian Edwards Home on Second Street, the site now occupied by the new Centennial Memorial Building, in which Mr. and Mrs. Lincoln were married. (Marked by Tablet).

8. The room on the third floor of the C. M. Smith Building now occupied by B. H. Luers & Company, Shoe Dealers. In this room Mr. Lincoln is said to have written his inaugural address. (Marked by Tablet).

9. The sites in the present Sangamon County Court House are the present Circuit Court Room, once the Illinois House of Representatives and in which Mr. Lincoln made his famous *Houses Divided Against Itself* speech and where Mr. Lincoln's remains laid in state. (Marked by Tablet.)

10. The site afterwards occupied as the office of Lincoln and Herndon is also the site of the Joshua Speed Store, that is the west side of the square, the third 20 feet from the corner, the site now occupied by Myers' Brothers' Store. (Marked by Tablet).

11. Wabash Freight Station, formerly Great Western Passenger Station, Tenth and Monroe Streets. From this station Abraham Lincoln left for Washington, February 11, 1861. Marked by the Springfield Chapter, Daughters of the American Revolution, June 14, 1915.

12. Public Receiving Vault at Oak Ridge Cemetery, where the remains of Mr. Lincoln were placed on arrival at Springfield and remained until transferred to the temporary tomb and later to the National Lincoln Monument. Mr. Lincoln's remains were placed in the vault May 4, 1865, removed December 21, 1865. (Marked by Tablet).

Lincoln's Monument in Oak Ridge Cemetery north of the city. Built from design of Larkin G. Mead. The remains of Abraham Lincoln were

removed from the receiving vault placed in the temporary tomb December 21, 1865; placed in the crypt September 19, 1871; in Sarcophagus in center of the catacomb October 9, 1874. The remains were placed in cemented vault beneath the floor of the catacomb directly under the sarcophagus September 26, 1901, where it is believed they will forever remain undisturbed.

13. Chicago & Alton Railroad Passenger Station. Third Street and Washington and Jefferson Streets. On this site the old passenger station stood where the remains of Abraham Lincoln arrived in Springfield when brought here for burial, May 3, 1865.

Marked by the Springfield Chapter, Daughters of the American Revolution, May 3, 1922, with tablet furnished by the Chicago & Alton Railroad.

C. BOOKS GOOD TO USE AS BASIS OF CONVERSATIONAL LESSONS.

Do a little reading and spend much time in discussion.

First Motive: Grade I.

Get Conversational Lessons correlated with home experience of children in home, school and city.

Second Motive: Grades II and III.

Get Conversational Lessons correlated with text books that are true in facts concerning different peoples.

Selections will be made by each teacher according to books in her building.

Supplement with Manuscripts from Office and Library.

FIRST GRADE.

Work-A-Day Doings on the Farm.

SECOND GRADE.

Children of the Cliff.

Lodrix.

Ned and Nan in Holland.

Rago and Goni.

Red Feather.

THIRD GRADE.

Ab, The Cave Man.

Around the Lightwood Fire.

Docas, the Indian Boy (California Indian).

Dutch Twins.

Home Geography for Primary Grades.

How the Present Came From the Past.

Robinson Crusoe.

The Early Cave Men—Dopp.

The Three Dwellers—Dopp.

Weavers and Other Workers—Hall.

D. GEOGRAPHY.

THIRD GRADE.

Fairbank's Home Geography is studied to review and collect the nature facts learned in First and Second Grades, also to establish a geographical vocabulary.

Local soils, contour and industries are taught in correlation with the text.

Map making—Maps are made of the school room, building and grounds, of the streets adjoining the building.

These are made:

1. on the sand table;

2. with a quick pencil sketch while looking at sand table;
3. a larger more accurate paper map made by the children from their first sketch. (This is the only map the children are allowed to draw free hand.)

The maps made on large paper are raised as well maps on north walls and are used to establish map directions through taking imaginary journeys near home. The early history of Springfield is taught along with this local map making and many field trips are taken. Later some time should be spent in leading children to interpret bought maps of the city and county as regards the representation of land, low and high, rivers, etc. Correlate this with sand table work and field trips.

Study local industries:

1. Mining.
2. Manufacturing.
3. Farming.

E. NATURE STUDY.

The following outline may be of assistance to some teachers who enjoy teaching Nature Study and wish to have some few distinctive things in each of the primary grades:

FIRST GRADE-YEAR'S OUTLINE.

Fall:

Trees:—six, in the environment, that are distinctive in shape and interesting in leaf or fruit, flower, or color.

Gardening—out door; pansies.

indoor; geraniums transplanted.

bulbs planted in water and soil.

House insects—identified.

Foods of home and store—identified.

Weather—noted; season idea established; sun, rain, snow, calendar kept.

Pets—cared for.

Winter:

Trees revisited; buds and twigs noted. Try to identify by place and if possible by twigs.

Gardening—indoor care of plants and bulbs.

House pests—mice studied.

Weather work continued.

Pets—cared for.

Toys—tumble jacks made.

Spring:

Trees revisited, growth watched.

Gardening—outdoor, if possible plant lettuce and radishes;

Care for pansies; transplant geraniums into outdoor garden;

Plant the bulbs outdoor for future blooming.

House insects; watched for and noted.

Foods—common ones, watched for and noted as they appear in the market.

Weather work continued—as to sun, rain, seasons.

Pets, cared for.

The main interests in this grade are identification and collecting. The things noted and discussed and collected should be used if possible in room decorations, or for booklets or the basis of a museum collection.

SECOND GRADE.

Fall:

- Harvesting school garden.
- Garden—prepare box of climbing and low nasturtiums for room.
 - Plant one bulb per child, indoor.
 - Plant one jar each of various bulbs for school room.
- Trees—visit all nearby bare trees containing bird nests. Note nature of trees that are bird shelters.
- Garden friends—study them as they are, and in their work.
- Pets—cared for in room.

Winter:

- Bulb study continued.
- Garden friends in hibernation.
- Rocks, collected and studied.
- Crystalization.
- Weather chart kept.
- Toys, magnets.
- Pets, cared for.

Spring:

- Garden planted and cared for indoor and outdoor.
- Seed development watched.
- Garden friends watched for.
- Birds identified as they return.
- Trees of block watched for bird nests.
- Pets, cared for in room.

THIRD GRADE.

Fall:

- Cleaning the gardens.
- Decorating the room.
- Planting a fernery.
- Learning its contents; caring for same.
- Condensation noted and studied.
- Pets in fernery found and studied.

Winter:

- Fernery cared for.
- Aquarium started.
- A few constellations learned.
- Water experiments worked out.

Spring:

- Fernery cared for.
- Aquarium cared for.
- Insects around waterways studied.
- Birds watched and studied.
- (Try to have children know very well at least ten or twenty.)

F. HEALTH LESSONS.

Alice E. Dalbey, R. N. Supervisor.

We suggest that each teacher plan her program so to give a few minutes daily to health talks, following the outline given by Harriet Camp Launsbery, R. N. in her booklet "Ten Weeks of Physiology and Hygiene for the Lower Grades of the Public Schools" published by the Lovett Printing Company, Charleston, West Virginia. For method and devices use the booklet "Sugestions for a Program for Health Teaching in the Elementary Schools"—Health Education No. 10, Department of the Interior Bureau of Education, 1921.

At various times throughout the year the nurse will give brief oral tests to the children, on the work outlined.

The first half of each grade outline will be taught to the B classes of each grade and the last half to the A classes. All work previously taught to any class should be kept reviewed.

(Both booklets for desk use may be had by each teacher).

G. REFERENCE BOOKS FOR TEACHERS.

A. History and Geography:

- WellsA Project Curriculum (J. B. Lippincott Co.).
 ScullHunting in the Arctic and Alaska.
 ElliottOur Arctic Provinces.
 Peary (Mrs.)Children of the Arctic.
 The Snow Baby.
 My Arctic Journal.
 NansenFirst Crossing of Greenland.
 AmundsenThe Northwest Passage.
 StefansonMy Life With the Eskimo.
 HigginsonAlaska.
 UnderwoodAn Empire in the Making.
 GreeleyHandbook of Alaska.
 DrakeThe Making of New England.
 EarleChild Life in Colonial Days.
 Home Life in Colonial Days.
 AndersonWhen Neighbors Were Neighbors.
 KnoxBoy Travelers on the Congo.
 LivingstonThe Last Journals of D. Livingston.
 StanleyThe Congo and the Finding of Its Free State.
 JohnstonThe History of the Colonization of Africa.
 StarrSome First Steps in Human Progress.
 MasonThe Origin of Invention.
 DoppThe Place of Industries in Elementary Education.
 HerbertsonMan and His Work.
 TylorAnthropology.
 Abd El ArdavanThe Lance of Kanana.
 KnightThe Quest of the Four Leaf Clover.
 ZwemerArabia, the Cradle of Islam.
 BurtonTravels Through Arabia.
 KirbyThe World by the Fireside.

B. Nature Study:

- Coulter and Patterson..Practical Nature Study.
 ComstockHandbook of Nature Study.
 HodgeNature Study and Life.
 ReedLand Birds.
 DowningSource Book of Nature Study.
 ChapmanBird Travels.

NOTES.

NOTES.

NOTES.

CHAPTER II. DRILL SUBJECTS.

WORD STUDY.

"A word is read or spoken naturally, only when its total meaning is prominent in the consciousness of reader or speaker."—Huey.

I. AIMS OF WORD STUDY:

First Grade.

- (1) To establish a foundation for reading.
- (2) To make the association of an idea with the symbol.
- (3) To establish a desire to read.

Second Grade.

- (1) To increase reading vocabulary.
- (2) To aid in speech control.
- (3) To increase the rate of reading.
- (4) To establish a desire to read.

Third Grade.

Second Grade aims and in addition the following:

- (1) A mastery over the mechanics of reading involving:
 - (a) Instantaneous recognition of basic vocabulary.
 - (b) Power to work out pronunciation of new words through context, comparison or phonetic analysis.
 - (c) Ability to take in a group of words at a glance.

II. SUBJECT MATTER:

1. Mastery Vocabulary—selection—of all of the words in the various Winston Readers we have selected the following list to be mastered in the various primary grades. The words in this list for mastery for grades one and two have been selected upon their frequency of use in the Winston and other primary reading books as reported in studies made by
 - (1) Myrtle Kaufmann, and Marguerite DeLano (unpublished study).
 - (2) E. T. Housh. The Seventeenth Yearbook, Part I, of the National Society for the Study of Education.
 - (3) J. L. Packer. The Twentieth Yearbook, Part II, of the National Society for the Study of Education.

The third grade words for mastery were selected upon the basis of opinion of the local third grade teachers. An effort was made to select the words most frequently met in third grade reading material. Time did not permit, at present, a more accurate study, and we doubt the necessity of such a study for third grade children when we consider how their word power is enhanced by this time through phonic knowledge.

2. Incidental Vocabulary.

All other words appearing in the Winston readers and the supplementary readers will be gained through content or will be told by the teacher. The drill on these words and phrases will be done to prepare the child for the work of the day but will not be sufficient to procure permanent mastery.

We have tried to arrange the vocabulary of the Winston Readers that has been selected for mastery in a column arrangement by stories that will be best for drill. We have avoided the alphabetical arrangement of the words and also the arrangement based upon the serial appearance of the words in the stories. We believe this hit-and-miss arrangement will bring more independent mastery by the child.

Let your drill chart show the correct standards in form for printed English work.

Each teacher will begin her chart with IB words and print all through those for her own grade and class. That means for the 3A teacher to print the entire list for 1B through the 3A. The 3B teacher may omit the 3A words. The 2A teacher may omit all third grade words, etc. Any teacher having two classes must be sure to have all the words for grades below her own and all those belonging to both her classes.

(Word arrangement for the word drill charts.)

WINSTON MASTERY VOCABULARY.

GRADE 1B.

Page 1.	and	cat	did	along
	eat	hen	help	bumblebee
	I	little	me	after
	my	not	pig	began
	red	some	she	came
	said	shall	who	goat
	then	up	the fox	are
	will	you	a boy	
Page 2.	grass	woods	in	soon
	go	why	is	so
	had	want	looked	went
	to	her	of nothing	there
	stop	again	jumped	was
	he	heard	out	under
	rabbit	got	lived	woman
	home	chairs	one	she's
	ran	but	old	on
	no	bed	sleep	away
Page 3.	run	back	water	voice
	dog	do	afraid	where
	could	for	grow	what
	put	his	big	Pussy
	catch	get	give	chair
	met	it	may	please
	caught	jump	saw	took
	man	over	tail	beds
	him	can	walk	right
	that	till		

GRADE 1A.

Page 4.	at	another	just	when
	flew	into	way	too
	door	have	very	this
	am	fine	ate	bag
	see	rapped	yes	rap
	well	oh	opened	by
	open	let	leave	house
	gone	here	going	day
Page 5.	down	made	look	fast
	fell	once	much	sheep
	Jack	small	now	your
	an	sat	tried	farmer
	cake	upon	wait	hard
	gray	white	with	if
	mouse	were	asleep	we
	what	be	blow	make
	all	coming	corn	rain
		fat	come	wish

Page 6.	we	play	hair	mother
	good	fairy	tall	our
	two	Mr.	their	face
	ask	happy	awoke	nice
	sleep	gold	found	every
	tree	hide	them	star
	as	window	ax	fish
	us	take	wolf	stars
	find	asked	before	tired
	girl	feet	around	Mrs.

Page 7.	Thursday	what
	nothing	that
	bumblebee	when
	breakfast	where
	morning	were
	children	saw
	something	with
	garden	there
	supper	was
	horse	who

GRADE 2B.

Page 8.	basket	been	six
	know	from	air
	ready	fire	ever
	thank	goes	field
	today	last	cried
	large	lay	far
	angry	hill	threw
	three	sent	I'll

Page 9.	through	fly	wise
	ground	say	neck
	cannot	fun	head
	think	or	brook
	should	hold	boys
	middle	off	carry
	which	high	bear
	father	long	mine
	watch	stay	about
	wings	near	must

Page 10.	himself	talk	says
	pleased	kept	glad
	together	any	dark
	behind	each	since
	picked	dove	called
	wanted	keep	only
	would	rest	might
	hands	told	often
	meat	such	until
	always	gave	great

Page 11.	things	safe	across
	those	poor	black
	flower	year	cook
	pretty	left	kind
	bread	sail	these
	leaves	sky	hear
	listen	full	mind
	brothers	does	need
	climb	how	don't
	farther	has	

Page 12.	other	sad	nor
	stopped	side	tell
	wind	ten	seen
	yourself	set	

GRADE 2A.

Page 13.	anything	care	hour
	beautiful	felt	more
	shouldn't	live	hand
	smallest	sun	green
	moved	hope	birds
	largest	still	place
	strong	dear	better
	bright	eyes	first
Page 14.	thought	true	whole
	turned	use	many
	warm	lift	food
	work	foot	named
	everything	call	song
	yellow	hold	strings
	written	sing	road
	brown	eggs	child
	perhaps	wide	while
	among	blue	round
Page 15.	awake	cross	eating
	nearer	deep	golden
	summer	bad	beside
	winter	dress	young
	crying	room	bring
	dressed	new	slept
	brought	cold	light
	looking	can't	silver
	covered	top	river
	pointed	ride	own
Page 16.	clothes	bird	snow
	finding	drive	touch
		best	forget
	running	barn	guess
	sometimes	try	show
	whether	rose	name
	minute	soft	word
	follow	rest	indeed
	wrong	alone	gentle
	followed	hay	book
Page 17.	learned	sell	noise
	money	town	stand
	toward	lady	shoes
	winning	hat	

GRADE 3B.

Page 18.	anybody	also	asleep
	although	arms	apple
	anywhere	be	anger
	breakfast	bone	almost
	couldn't	back	answer
	drowned	both	believe
	finished	done	being
	remember	even	people

Page 19.	because became certain didn't except enough getting herself	color else knew most next none same sure shut	piece really speak they thought table thing world worked
Page 20.	doesn't servants begged brother writing learn pulled matter passed	time than tired turn used wait wash yard buy blow	held move save fish free ice leave obey dead
Page 21.	build break dinner early friend isn't shouted carried tomorrow	burn hurt mean some send swim visit was want corn	ears fight giant land meet nine sweet tall week music
Page 22.	country neighbors ourselves farmer against houses quarrel between kindness heavy	son ripe begin given cut sigh sang farm	sorry wheat knock makes short walks church earth feeds
Page 23.	everywhere flowers happened hiding oldest person second sister traveled shoulder	west pick drop easy fair hard lost hide pair city	older raise stood asking catches broke close dream quick south
Page 24.	making evening anyone happily twelve women swallow following surprise	coat now once stop wall whom worse shine party	story using become coming floors fires hurry laugh crown

Page 25.	ears	tall
	fight	week
	giant	music
	land	whose
	meet	myself
	nine	sprang
	sweet	

GRADE 3A.

Page 26.	faithful	lead	grapes
	parents	vine	folks
	pretended	bow	homes
	companion	sea	plant
	different	duty	drove
	mighty	shelf	brass
	received	trade	honest
	cottage	loud	below
Page 27.	scratched	born	brave
	hundred	bones	danger
	maiden	front	fields
	remain	paper	island
	thread	paid	steal
	breeze	real	clock
	earliest	stove	finger
	springs	thumb	found
	already	burn	pencil
	firmly	chin	silent
Page 28.	animal	core	twenty
	buttons	drums	apron
	cherry	earn	clouds
	collar	fear	fault
	fright	lame	funny
	hammer	pot	scream
	perfect	rise	knees
	promise	ring	water
	trouble	step	write
	shouted	two	awoke
Page 29.	spelling	lesson	clear
	leather	easily	heart
	listened	quiet	partly
	queer	start	living
	chickens	smaller	shook
	wrinkled	thick	saved
	pocket	rush	ribbon

III. METHOD WITH PLANS:

a. Types of Word Study.

First Grade.

Developmental Lessons.

1. Words to be mastered.

2. Words not to be mastered but to be gained through content.
only.

Review Lessons.

1. Words to be mastered.

2. Words not to be mastered, but to be gained through content.
only.

Second and Third Grades.

Developmental Lessons.

1. Phonetic Words—those composed of elements already learned are to be gained through phonics.
2. Non-Phonetic Words and those containing elements not as yet learned are to be gained through content or told by some pupil or teacher.

Review Lessons.

1. Words to be mastered.
 2. Words not to be mastered.
- b. Time: Proportion for Word Drill in each class about 15 minutes per day, with extra period for coaching those needing it.

1B WORD STUDY LESSON PLAN.

Time—Three fifteen minute periods.

I. Aim:

To present the words and drill on them in such a way that those in phrases will be retained for this story, and those out of context will be mastered.

II. Preparation:

The teacher has told, "The Gingerbread Boy" story.
The children have talked about the pictures in the book.

III. Presentation:

Subject Matter:

Winston Primer, p. 32, The Gingerbread Boy.

The teacher retells the story, showing the word cards and phrase cards as they come in the story.

Words for Mastery.

away him
could man
catch met
can put
caught run
dog that

Not for Mastery.

was the *end*
from you
Made a Gingerbread Boy
upset the little old *kettle*
little old *pan*

"Now, I'll give everyone a card. See if you can find a word on the board like yours. Match your card and tell us what it says. Mary. Good! Your card, Harry. Edna, etc. Leave your card on the ledge when you have matched it."

"I'm going to point to a word on the board; if it is yours, say it quickly." The teacher points quickly to the words on the board. Each child tells his word.

"Let's play store. You may buy any word you like. Be sure and put a line under it." Each child buys a word, putting a line under his word.

"Everyone watch and if I erase your word, say it." The teacher erases the words, one at a time. Each child says his word when it is erased.

"Let's play another game. Dorothy may go to the corner." Dorothy goes to the corner and hides her eyes. "Choose a word, Paul." Paul chooses a word,—"Catch." Dorothy comes and starts with the first word, saying, "Is it caught," the children responding. "No, it isn't 'caught,'" etc., until the right word is found. Then they answer, "Yes, it is 'catch.'"

The game continues with other children playing.

"I wonder who knows the most words. Let's have a race. Charles and Walter may race." (Word cards may be left on ledge or put in Plymouth Chart for race.) "See who can get 'catch' first, 'away,' 'could,'" etc. Teacher says the words on the cards and the

two children race in pointing to them first. "Count your cards. Good for Walter! You'll have to be careful though or Charles will beat you tomorrow."

If there is enough time, two others might race.

More drill is given on the words to be mastered than the others. They are reviewed the next day.

The following games may be played at other drill periods:

Matching	3	Words written on board.
Ladder	45	(Blackboard Devices.)
Dumb Crambo	1	Cards.
Race	21	With cards on ledge.
Visiting	5	
Stepping Stones	14	(Blackboard Devices.)

The phrases are drilled on by playing:

Race	19	
I see it.....	27	
Secrets	3	(Blackboard Devices.)

(These games are described among the "Suggestive Word Drill Games" printed later in this chapter. The number after the name indicates the number of the game.)

IV. Summary:

Teacher tests the children by having them say the words on the chart, paying special attention to those who didn't know the words. More drill is given on those to be mastered. A copy of the words is given to each child. Next day the children are tested again on all the words to be mastered.

1A WORD DRILL LESSON PLAN.

Time—Three fifteen minute periods.

Material—Plymouth Chart, home made chart with words to be mastered, cards and phrases.

I. Aim:

Drill on the words to be mastered so that they will be retained by the child. Drill on the words not to be mastered so that the child will recognize them in this story.

II. Presentation and Subject Matter:

Winston First Reader, p. 2, The Fox and the Bag.

Words to be mastered:

at	gone	oh
am	house	very
ate	here	way
another	have	when
bag	into	well
by	just	yes
day	leave	rapped
door	let	rap
flew	opened	see
fine	open	this
going		

Words not to be mastered:

The words underlined are the ones that are not to be mastered:

caught a bumblebee
the little boy cried
a fine dinner
on the floor
very heavy
at the next house

*I wonder
walked on
a rooster
slowly opened the bag
that time*

III. Method:

"Children, I am going to write some words on the board and I want to see how many you know." The teacher wrote the word "at" on the board. "If you know the word, stand. Janet, what is it?" The teacher then wrote "am" on the board. "If you know it this time, you may put your hands behind you." She continued writing the words on the board until she had all the words that were to be mastered written on the board. Each time the children knew the words, they would stand, fold their arms, put hands behind them or hands on shoulders.

"Now, children, we are going to take a walk to the park. If you know your word, you may go with us. We will start with Robert, each one saying a word. That was fine. Every one got to go with me." Repeat the game several times.

"I am going to tell you a secret." The teacher whispered the word "bag" to Gretel and she found the word in the list and whispered a word to some other child in the class. The game continued until every one had found a word in the list.

"I am going to tell you a story with these words in it. When I come to a word that is in this list, I want you to find it. Elizabeth and Bobby may find the words. That was good. Bobby won the game. I will tell you another story. Richard and Edward may find the words this time. Richard found more words that time."

"Let's play another game. I am going to draw a ladder on the board and write the words on the rounds. I wonder who is smart enough to climb to the top without falling off. Eugene, you may try. Good! You got to the top without falling off. Let's clap for him. Now, Robert, you may run down the ladder. He said every word just right. I am going to write his name on the board and put a star after it." Try two more children.

"Children, here is a picture of a railroad track. St. Louis and stations. If you miss a word, get off at the station and study. Who wants to go to St. Louis? Marjorie, you may go." (When she got half way there, she missed the word 'opened' so she had to get off and study.) "I want some one to go to St. Louis without any delay. Adelaide, you may go. That was good. Let's clap for her. I want someone to take a trip on the fast train from Springfield to Chicago. Mary Josephine may go. See if you can name all the words without missing any. That was fine. I couldn't do any better than that myself."

"How many like to ride on the street car? Very well, I will draw one on the board and we will take a ride to the park. Here are the seats. I am going to write two words on each seat. Elaine, you may enter the car and speak to the people. Who is sitting with *rapped*? Who is sitting in front of *when*, etc. Elaine, the next time you take a ride, I want you to know all the people. Let's put *leave*, *just*, *opened*, and *when* in a box. We will call those Elaine's words."

"Anita, you may take a ride and I want you to know all the people on the car. That was fine. She named every one just right. You may all go to sleep." The teacher erased the words. "Now children, you may awake. I want you to tell me who got off the car. That was good, but you forgot to name '*rap*,' '*going*' and '*well*.'"

"Children, I have printed the same words on cards. I am going to put them in a column on the Plymouth Chart, and we are going

to have a race with the printed and written words. Geraldine and Louise may race." The teacher called a certain word and each of the children tried to point to the word first. "I am going to keep a record on the board and see who wins. Now, children (in the chairs) I want you to help me. If they don't know the words, I will call on you. Fine! Geraldine won the race." The teacher drew a line with colored chalk under *here, gone, rapped, into* and *when*. Now Louise, the words that have a line under them are your words. You had trouble with them in the race."

"Let's play house on fire. Here is a picture of a house and the words in the house will represent the children. When I call a word that is in the house, you must run quickly and erase the word. Richard, get 'yes' out of the house." The game continued until all the words were erased.

The teacher then had a rapid drill with cards. "I am going to give each child a card. You may name your card. If you know it, pass it to the one on the left. Good! Everyone knew his card. Let's play it again." Repeat the game several times.

"Now, we are going to play grab-bag. All the girls come and get a card. All the boys come and get a card. If you know your card, put it on a red chair. That was very good. Everyone got his card just right." Repeat the game.

The teacher then gave each child another card. "If you know it this time, put it in the Plymouth Chart. Tell me the word that comes before 'gone.' Tell me the word that comes after 'going,' etc."

"Let's play dumb crambo. Geraldine, you may select a word. Elizabeth, go in the hall." Elizabeth returns and guesses the word. The children say, "yes" or "no, it isn't." Repeat the game two or three times.

"Now, children, let's play grocery store. Eugene may be store keeper. Edward, go to the store. Good morning Eugene. I would like to buy *very*." The store keeper gives him the word he asks for. Each child goes to the store.

"Now we are going to have a race with the words in the Plymouth Chart. Janet and Gretel may be in the race." The teacher called the cards and the children took the cards from the chart. "Good! Janet won the game. It took just two minutes for that race." Repeat the game.

"Let's have another race. This time I am going to hold the cards in my hand, and the one who tells the word first will get the card. Adelaide and Mary Josephine may be in the race. Ready? Go. Count your cards. Mary Josephine won the game."

The teacher then placed the cards on the ledge and the children played merry-go-round. "Children, form a circle in front and back of chairs." Each child in turn names the next word and takes the card as the circle turns around. "If you miss, you drop out. Ready? Go. Eugene, drop out; the word is 'just.' Bobby, drop out; the word is 'here.' How did you like that game? We will play it again some time. Eugene and Bobby were the only ones that had to get off the merry-go-round."

The children sat in red chairs and the teacher held the cards in her hand. "Virginia, you may stand behind Robert who is at the end of the circle. If you say the card first, go to the next child. If you miss, the child that you are standing back of takes your place. Virginia, I want you to go around the circle without being caught. Ready? Go. That was fine. Virginia got around the circle. Let's clap for her." The game continued until she was caught. Then another child took her place.

The teacher then introduced the words that were not to be mastered through phrases. The phrases were written on the board. "Children, you may all stand. I want each one to tell me a phrase.

If you know it, you may sit. We will start with Virginia. We caught Geraldine that time. You will have to study your phrase." Repeat the game several times.

"If you can find 'at the next house,' draw a line under it with colored chalk. Adelaide you may do it. Good! You may draw a line under 'on the floor.' Charles, you may do it, etc. Now I want some one to put a fence around 'that time.' Marjorie, you may do it." Marjorie went to the board, and put one hand at the beginning of the phrase and one at the end of the phrase. Repeat three or four times until the children are familiar with the phrases.

The teacher then gave each child a phrase that was printed on cards. "See if you can find a phrase like this." The teacher showed the children the phrase "walked on." "Anita, you may find it." Anita took the phrase and ran to the board and matched it. Each phrase was matched in the same way.

"Let's play another game. Children, form a circle." The teacher stood in the center with the phrases. "I am going to turn quickly to some child and give him a phrase. If he misses, he sits in a red chair and studies his phrase. The one who remains in the circle the longest wins the game. Time. Eugene and Bobby were caught."

The teacher then put the phrases on the ledge. "Now, I want someone that is smart enough to name them all. Edward, you may do it. Good. I am going to write his name on the board."

IV. Summary:

"Children, I am going to give each one a card. You will find the script on one side and the print on the other side. We will use script this time. Elaine, Eugene, Marjorie, Louise, Geraldine and Bobby will have to be careful. I caught you a few minutes ago." The teacher had the children form a straight line, facing each other.

"Robert, you may be the captain on the boys' side and Betty you may be the captain on the girls' side. First one child in one line says a word, then the one in the other line says a word. If a child misses, he goes to the end of the line. See who are at the heads of lines at the end of the game. I will give just three minutes for this game. When I say time, we will see who is at the heads of the lines. Ready? Go. Time. Good for Robert and Betty. We couldn't catch them. They are still standing at the heads of the lines."

"I am going to give each one a card. If you know it, put it on the ledge. We will use the print this time. Let's play picture gallery. Elizabeth, you may name all the pictures. Good. Marjorie, you may try. Look out for 'opened.' You know that is your word. Good. She got them all right that time." Repeat the game several times.

"You may name the cards and collect them. Bobby, you may do it. That was fine. He got the word 'here' right that time."

"I am going to give you a card and if you know it this time, put it in the Plymouth Chart. That was good. I didn't catch anyone that time. Let's have a race between Elaine and Eugene. Count your cards. Eugene won the game. I am going to write his name on the board. Geraldine and Louise may run. Good. Geraldine won."

"Let's play teacher. Janet, you may be the teacher." She put the cards in the Plymouth Chart, as each child said a word. Janet called the words from the Plymouth Chart and one child at a time selected a word.

"Here is another chart. You will find all the words on the cards printed on this page of the chart. Eugene, you may try. See if you can get every word right this time. Good for Eugene. Let's clap for him. He got 'just' right that time." Repeat the game.

"We are going to play one more game. (Use this device if seasonal.) Let's have an Easter egg hunt. I have written the words on Easter eggs. Children, you may all go to sleep. Adelaide, you knew all the words, so you may hide the eggs. You may awake now and hunt for them. I will give you just two minutes to get your eggs. Ready? Go. The one who gets the most eggs and knows the words wins. Time. Richard won the game. We will play it again some time."

"Children, you are certainly good workers. Every one knew all the words except Elaine, Geraldine and Louise. Elaine you missed 'leave,' 'just' and 'opened.' Louise, you will have to try and get 'here,' 'gone' and 'rapped' right tomorrow, and, Geraldine, we are going to call 'into' and 'when' your words." The teacher then gave each child a copy of the words on paper from the printed type. "Tomorrow, I am going to test each child on his words and I want everyone in the class to know all the words."

NOTE: The above work is to be divided into three fifteen minute periods.

2B WORD STUDY LESSON PLAN.

Time—Two fifteen minute periods.

I. Aim:

1. To have every child *learn thoroughly* the words to be mastered in this story.
2. To enable the children to recognize the words not to be mastered readily enough to read the story fluently.
3. To explain any new idioms, phrases or words so the meaning is clear.

II. Preparation:

Show the picture of a tortoise, other than the one in the book. Explain that tortoise is another name for turtle. (Show many pictures.) Explain the words wise and village.

III. Presentation:

Subject Matter:

Story "The Wise Tortoise."

Winston Second Reader, page 15.

To be mastered:

Phonetic.

brook	must
cannot	open
fly	stay
hold	say
wings	long
near	

Non-Phonetic.

through the air
you can carry
over head
high up
to the middle
think of that
wise enough
on which
to the ground
hold fast

Not to be mastered:

Phonetic.

wished	mouth
ducks	men
fall	stick

Non-Phonetic.

carried the tortoise
held fast
near the log
swam near
cannot teach
over a village

Phrases containing non-phonetic words to be mastered have been written on the board before class. "Who can help me read the first phrase? You may help me, Eileen." If child hesitates on new word teacher tells him quickly. After children have read the phrases the teacher draws a line around the word to be mastered. (Thus—you can *carry*.) "You may read the phrase to yourself, but just say this word out loud." Teacher points to "*carry*." Take each phrase in the same way. Vary a little by having child draw a line under, a ring around, etc., the word to be learned.

The teacher then takes the cards containing *all* the words to be mastered and places them in the chart one at a time. If you know the word you may stand. You may tell me because you were first, Edna. This time you may raise your hand, fold your arms, etc. If the children cannot say the phonetic words without help the teacher steps quickly to the board and helps children to sound word. If they do not know a non-phonetic word teacher tells them.

When all the cards are in the chart, teacher says, "I am going to point to a word on the chart and I wonder who will be the first to see it on the board. (Words to be mastered in a column on board.) You may take it and match it with the one you found on the board, Roberta. Class be sure she has the right word. You may keep the card. You may choose a word on the chart that you know and match it, Harold." Continue until the children have all of the cards.

"Let's have a race with the words on the board." Teacher gives Trevor and Marie each a pointer. "When I say a word you may see who can find it first. You may keep the score, William. You will have to work fast! Ready!—hold—must, etc. Marie won. I want a boy to win the next time. You may try, Erma and Charles."

Teacher writes Chicago at top of column and St. Louis at bottom. "I want some one to take a trip for me. Denton! Be sure you go on a fast express train. He knew every station. That was fine!"

"Take your cards and stand. March around and form a circle. Hold your card against you so that no one can see it. Harry, you may be the fisherman. Try and catch all the fish." Harry takes pointer, stands in center and points at child. Child turns card so Harry can see the word. Harry says the word and tries to catch another fish. He may continue until he misses. Child who holds card becomes fisherman if he can say his word.

Children hand teacher their cards as they return to their seats. Teacher whispers most difficult words to children as they pass. Teacher then quickly flashes cards in front of children. When child sees his word, he quickly says, "I see it," and repeats word.

Children's attention is then called to list of words on the board not to be mastered. Children are given opportunity to say words that are familiar to them. Teacher tells other words and phrases. Teacher goes quickly around class each child saying word or phrase. Class helps when child misses. Teacher then shows cards and each child says two or more. He continues until he misses. Each child has a turn. Children see who can say the most words.

IV. Summary:

Teacher has cards containing all the words to be mastered. "If you can say all the words you may write your name on the board. You may say them, Esther. That was fine." Continue until every child has had a chance. I'm going to read the names on the board, Esther, Walter, Harry, Edna, William, Mary, Carl and Harold. I'm going to leave the words on the chart so the people who did not know them all may study them. *Every one* must know them tomorrow."

THIRD GRADE WORD STUDY LESSON PLAN.

Time: Two Fifteen Minute Periods.

I. Aim:

To achieve smoothness in reading the story by

- (1) mastering those words to be mastered,
- (2) by reviewing those words which are to be reviewed, and
- (3) by becoming sufficiently familiar with the incidental words in the story.

II. Preparation:

Let's learn these words so as to have a good time reading our next story.

III. Presentation:

Subject Matter:

"Brother Fox's Tar Baby."

Winston Third Reader, p. 28.

A. Words to be mastered:

Phonetic.

burn
hurt
dinner
summer
shouted
send
friend
mean

Non-phonetic.

build a house
get *some* branches
got up very *early*
break into my house

B. Words to be used in the story but not mastered:

get your *fishpole*
looked very *carefully*
shouted *angrily*
how *helpless* he was
have you no *tongue*
his voice *trembled*
screamed Brother Rabbit
certainly not
before he *returned*

C. Words to be reviewed:

river	angry
met	along
warm	caught
voice	

Method:

- a. Phonetic words. Quick sounding of words by individual children. "Sound the first word, Mary." "Good, sound the next, Charles." Continue in like manner with the eight phonetic words that contain no elements children have not learned.
- b. Non-phonetic. "Look over the next list children. Are there any phrases which you do not know? (Teacher tells any child a phrase if he asks for it. He repeats it after her.)
- c. Words to be used in the story but not mastered. With every child giving attention the teacher pronounces plainly each phrase, pointing to it as she does so. Unfamiliar phrases briefly explained as 'certainly not,' means, 'of course not.'
- d. Review words. "These are review words. Are there any you do not know?" (Teacher tells any child a word if he asks for it.)

Devices:

Have a quick pointer drill on the four lists. Use blackboard devices 41 and 45 and card devices.

IV. Summary:

Hold every child responsible for the mastered and review words. Those he does not know are his to be learned and to be recited at odd moments during the day or at some time provided.

IV. TESTS.

- (1) Check up and see who knows the words on the printed mastery charts.
- (2) Give the words in new stories, in different settings.
- (3) Give the children the words in printed type; let them build sentences and stories.
- (4) Let the children select and read a story or some page from a story.

V. INCENTIVES AND DEVICES.

A. WORD-CARD DRILL GAMES.

1. Dumb Crambo. One child is sent into the hall. Another points out a word. Child returns and guesses. Class answering, "Yes" or "No, it isn't."
2. Place a number of cards in the front of the room on the ledge. Teacher throws bean bag to a child. He must tell what is on the first card. Then throw bag back to the teacher.
3. Matching goods. Write a number of words on the board. Have the same words on flash cards. Children match words.
4. Words on cards. Hide the cards around the room in various places. If a large room, send a few to find the cards. The one who gets the most cards and is able to tell them wins the game.
5. Visiting: "Take a card to some child and say "How do you do, 'bread?'" Child answers, "How do you do, 'little?'"
6. Grocery store: Cards on the Plymouth Chart. One child is groceryman. I want to buy pig. Give word card 'pig' to the child.
7. Spider and Fly. Have children in a circle or semi-circle. Each child has a card which he holds against his waist. One child is in the center. If the child can guess the word he gets the child holding the card as a fly in his web.
8. Wounded soldiers. Have class stand. Teacher holds the cards. If a child doesn't know a word in his turn he must take his seat. He is a wounded soldier. If one child knows all the cards he is a general.
9. Jerusalem. One card on each desk. A row stands and skips around the row as the teacher sings. When she stops they must sit. Then they must tell the card on the desk where they sit. Short time in skips and many stops are desirable.
10. With words on the ledge call on child to tell the word after and before any word teacher names.
11. Play teacher. Let one child be the teacher, and call words for the other children to select from the Plymouth Chart.
12. Picture gallery. Cards on ledge. See who can name all the pictures.
13. Race with two children. Cards on ledge. Child at each end. See which one gets to the center first with more cards.
14. Children in a circle. Teacher goes around the circle quickly. Anyone who missees his word must go in the center. If the one in the center can give a word before one in the circle can, he can exchange places with one in the circle.

15. Two straight lines facing each other. First one child in one line says a word then the one in the other line says a word. If a child misses he goes to the end of the line. See who are at the heads of lines at the end of the game.
16. Have cards on Plymouth Chart. After drilling on words, have one child tell a sentence, another one points to the words making the sentence.
17. Have the children form a circle. Stand in the center with a number of cards. Turn quickly to some child and hand him the card. If the child misses he sits on a little chair and studies it. Continue playing and whoever remains in the circle the longest wins the game. Then teacher drills those children who have missed words on the words they missed.
18. Write words on cards. Play drop the handkerchief. Drop cards behind two or three children. Then say beef steak is burning. Run, tell the word.
19. Have the children sit in a semi-circle in red chairs. Have one child stand behind the chair at the end of the semi-circle. Teacher holds a number of cards. The child in the chair tries to say the words before the child standing behind him says it. If the one standing says it first he goes to the next chair, etc., until he gets around the circle. If he misses he sits in the chair and the one sitting who told the word quicker takes his place.
20. As you put the cards in the Plymouth Chart each child tells a card. Have the children stand. Teacher points to the cards each child answering in turn. If the child knows the word he may sit.
21. Race with cards in the Plymouth Chart. Two children in the race. Children take cards as teacher names them. The one who gets the more wins the game. (Children not getting any cards must be given special drill after the game.)
22. Race with cards in the Plymouth Chart. Have two children in the race. Children may take all the cards they know. See who gets the greater number of cards.
23. Teacher holds the cards to be drilled upon. Race with cards. Have two children say the words. The one who gets the greater number of cards wins the game. (If teacher turns the cards from the back of the pack each child will have a fairer chance.)
24. Secrets: Have the cards on the Plymouth Chart. I am going to tell you a secret. Teacher whispers a word to one child. That child finds the word on the list and then whispers another word to another child who must point to the word whispered to him and then whisper another to another child, etc.
25. Stepping Stones: Word cards placed on floor to represent the brook. See who can get across the brook by naming each word as he slips near it.
26. Put the words in the Plymouth Chart one at a time. If the children know the words, have them fold their arms, or put hands on shoulders and stand behind chairs.
27. I see it: Teacher calls a child to her and shows him a card. Then she shows all the cards, one at a time, to the class. When he comes to the card she showed, the child says, "I see it." Then whole class gives the word. (This is best used when only a few hard words are being drilled upon.)
28. Grab bag: Have cards placed face down on teacher's lap. Each child in turn takes a card and tells what it is.
29. Merry-go-round. Cards on the ledge. Children form a circle in front and back of chairs. Each child in turn names the next word and takes the card as the circle turns around. If he

- misses he drops out. Circle should go rather fast. (Those who drop out must be worked with after game for a few minutes.)
30. Give each child a card. Name them. If each child knows his card pass it to the one on the left. Repeat several times. Those not passing the cards and therefore not knowing them are whispered to and helped. Then game is repeated. All must tell the card they have at the end of the game.

B. BLACKBOARD DRILL GAMES.

1. Draw a picture of an apple tree with apples on it. Write words on the apples. Put initials on the apples if child climbs the ladder under the tree.
2. Telephone Man: Draw telephone pole with spikes up the side with words on the spikes. Put initials on a flag at top of pole if child climbs to the top by being able to say all the words.
3. Secrets: Write a number of words on the board. I am going to tell you a secret. Whisper a word to a child. Child in turn finds a word from the list and whispers it to another child.
4. Telegraph: Draw a picture of a telegraph wire. Draw birds on the wire. See how many you can catch. Erase and tell what was erased. First send message by knowing them.
5. Dumb Crambo: Write a number of words on the board. One child is sent into the hall. Another points to a word. Child returns and guesses, class answering "Yes" or "No."
6. Croquet: Write words on arches. Write the child's initials on the last post if he gets all the words right.
7. Write a number of words on the board. Shooting words. Have a pointer for a gun.
8. Fishing words: Draw a fish on the board. Write words on the fish. Call for certain words. Let children fish for the words.
9. Visualize a column of words. Rub out and tell. Erase a word. Class turns and tells what has been rubbed out.
10. Have two columns of words, one script and the other print. Do not have words opposite each other. Have two children run a race. Teacher calls out a certain word. See which child will get it first. (Have printed words on cards in the Plymouth Chart.)
11. Draw a circle and write words around the circle. Teacher says "Tick—Tack—Toe," etc. When you are finished, a child must touch a word and tell what it is.
12. Draw snow balls on the board. Write a word by each. Child throws a bean bag at the board to see what word he hits. "Come and find the snow ball that I call."
13. List of words on the board. Sentences with blanks. Child must find the right word for the blank.
14. Stepping Stones: Irregular circles on the board. See if the child can go through without missing a word or that is stepping off.
15. Words on the board. Railroad track on the board. St. Louis and stations. Get off at station and study the word. Fast train from Springfield to Chicago. Name all the words without missing.
16. Merry-go-round: Write a word opposite each spoke of the wheel. If a child can name all the words on the wheel, write his initials on the wheel.
17. Draw a number of candles on the board. Write words on the candles. See how many he can blow out.
18. House on fire: When you call a word that is in the house, child runs and erases the word quickly.
19. Name words before and after certain words that are in a column on the board.

20. Play ball: If the child can name a column of words throw the ball in the air. (1B.)
21. Apples on a tree. Knock them off.
22. Draw a ladder. Write a word on each round. Have a child climb the ladder.
23. Tell a story with the words on the board in it. When you come to the word on the board in the story, have a child point to it.
24. Have a child say a word and the other child point to it.
25. Go to sleep. Erase a word. Have one child tell what it is.
26. Write a number of words on the board. Call for a certain word. Rub through a word with side of crayon.
27. Draw a circle on the board. Write words around it. The child takes the pointer and with eyes shut moves around the circle with pointer, while children say, "Hickory, dickory, dock." etc. When the children stop, the child at the board points to a word. Call on some one for it or the child with the pointer.
28. Write one word on the board at a time. If they know the word, have them fold their arms, put hands on ears, on shoulders and stand.
29. After drilling on the words, have one child tell a story, another point to the words.
30. Draw a number of lanterns on the board and write words on them. Light all the lanterns with one match, that is, name all the words.
31. Draw an engine house and a house on fire. See how quickly you can make the trip to the burning house by naming all the words.
32. a. Seats: Place words in Plymouth chart in columns. Ask, "Where does 'help' sit? Who sits behind 'she'? Who sits in front of 'she'?"
b. Draw a picture of a street car. Draw the seats and write two words on each seat. Enter the car and speak to the people. Who is sitting with *ate*? Who sits in front of *door*? Go to sleep. Erase, awake and see who gets off the car.
33. Tents on the board with words beside them. Name the Indians.
34. Draw balloons on the board with words on them. Buy balloons.
35. Have a large square on the board, with words around it. Walk around the block by naming the words.
36. Draw a pipe and bubbles on the board. See how many bubbles you can blow.
37. Tight rope. Words on the wire. If you miss, you fall off.
38. Draw boxes on the board. Tell the children they are Jack-in-the box if they know the words on the boxes.
39. Draw tops on the board with words under them. Spin tops by naming the words.
40. Big circle for target. Arm two children with pointers for guns. See who can shoot first and name words.
41. Draw a fish pond. See who catches the most fish by naming the words.
42. Draw a barn with yard surrounding it. Name the animals in the yard by naming all the words.
43. Draw jacks on the board with words beneath. If they name the words they pick up jacks.
44. Draw trees on the board. Write words underneath. Cut down trees by naming words.
45. Draw a ladder on the board with a paper envelope pasted at the top of the ladder. Write the words on the rounds. The children who climb to the top of the ladder go in the hall at the end of the word drill period and take the envelope to see what is in it. (Have in it a colored picture, a note of praise or a few tiny candies to eat.)

46. If word drill includes twelve words, write the words far enough apart so each child can stand with his back to the board. Write words high enough to be over the children's heads. Teacher chooses thirteen children to stand in front of the red chairs opposite the board containing words. At the signal from the teacher, each child tries to run to a word he recognizes. Of course, one child will be left and he is "It." So he passes along facing the words on the board. If he can say any child's word before the child standing in front of it, he takes the child's place and the other one is "It."

C. SEASONAL DEVICES FOR WORD STUDY.

1. Falling leaves: Write a number of words on paper leaves. Throw the leaves in the air. Children scramble to see how many each one can get. Each child must be able to tell his own words.
2. Santa: Tell what is in his bag. Write a number of words on cards.
3. Write words on turkeys.
4. Valentine box. Write words on hearts.
5. Write words on kites. Fly kites in the air. Have each child grab for one telling you the word.
6. For Easter write words on chickens. Place them on a little chair. Have one child call a word. Another one run and get the chicken with that word on it.
7. Write words on Easter lilies. Play store. Have one child for the florist. The other children will buy the lilies. Whatever word the child asks for, the florist will give him the lily with that word on it.
8. Write words on Easter eggs. Have one child hide the eggs in different parts of the room while the other children go to sleep. After the eggs are hidden, have the children awake and hunt for them. Have each child bring you an egg and tell you what word is written on it.
9. Words on back of rabbits. Have a little chair with straw on it for their nest. Have one child call a word, another one get the rabbit with that word on it.
10. May pole dance with words.

PHONICS:

FIRST GRADE.

L. AIMS:

1. To secure good clear enunciation.
2. To begin independence in word getting.
3. To enable the child to hear and reproduce sounds correctly.
4. To give the child power to build new words from known separate sounds.
5. To give the child a knowledge of the sound value of each letter and so lay the foundation for spelling simple, truly phonetic words.
6. To promote accurate pronunciation and so free the speech from words mispronounced and from provincialisms.

II. MATERIALS:

A. Equipment.

1. Winston phonic cards.
2. Charts typed by teachers.
3. Plymouth Chart.
4. Word lists.

B. Work to be accomplished.

1B GRADE.

c cat	s some	v voice
p pig	h hen	at cat
m me	f fox	in
w will	n noise	an
l little	k kettle	old
g goat	d dog	eat
b boy	y you	all
r rabbit	s woods	it
t to	j jump	

1B GRADE WORD LISTS FOR PHONETIC DRILL.

These words occur in the Winston Primer.

c.	p.	m.
cat	pig	me
cut	pecked	make
came	pot	my
candle	peas porridge	meow
catch	pan	made
could	put	met
can		mouth
caught		mouse
cow		middle
cold		morning
		meat
		milk
w.	l.	g.
will	little	goat
would	lived	goose
want	looked	go
wanted	lighted	got
wee	lives	get
woman	let	gave
was	leaped	goes
went	lay	give
woodpecker	lying	Goldenhair
waited	light	girl
water		good
way		
were		
wake		
waiting		
windows		
walked		

b.
boy
bake
began
bed
but
boo
back
buy
bought
bite
beat
burn
been
butcher

s.
same
some
said
soon
so
sixpence
see
saw
seen
sitting

n.
noise
not
nothing
near
nose
now
nine
never
name
night
y.
you
yes
s.
woods
bowls
days
eyes
lives

big
bit
baker
bear
bears
bowl
beds
r.
rabbit
ran
run
rat
rope
rolled
red

h.
hen
hare
hay
hard
hot
he
hiss
had
home
house
heard
her
hill
him
his
head
hang
have
here

k.
kettle
kill

v.
voice
visit

at cat
that
fat
fatter
sat

roll
rapped
right
t.
to
table
till
tonight
together
time
tail
too
tasted
tight

f.
fox
found
for
fox's
five
fat
fatter
fine
first
farmer

d.
dog
did
down
do
day
dinner
door

j.
jump
jumped
just

in into
dinner
window
think
pin

an ran	eat wheat	all called
began	beat	falls
and	meat	tall
candle	eating	wall
an		
man		
pan		
old cold		
it sit		
sitting		
bit		

1A GRADE WORK TO BE ACCOMPLISHED.

Keep 1B work reviewed and work for greater application of all work.

ill will	ch chair
ot got	sh she
ut but	bl blow
ear near	cl cluck
ay day	fl flew
et met	gl
ick stick	pl please
en hen	sl sleep
ake make	br breakfast
un run	cr cry
ail tail	dr
ing eating	fr
ed bed	gr grass
ell tell	pr
	tr tried
	sc
	sk
	sm small
	sn
	sp
	st star
	spr
	str

1A GRADE. WORD LISTS FOR PHONETIC DRILL.

These words occur in the Winston First Reader.

ill will	ot not	ut but
hill	pot	button
still	cotton	cut
kill	got	
till		
Jill		
mill		
millers		
ear ear	ay day	et get
near	may	let
dears	lay	net
ick stick	en hen	ake bake
pick	(wh)en	baked
sick	end	make

un under	ing pudding	ing king
ail pail	nothing	hoeing
tail	crowing	doing
ing sewing	crying	dreaming
sing	carrying	drying
something	morning	eating
sting	looking	evening
planting		boiling
ed bed	ell yellow	ch chain
ell well	tell	children
fell		
sh shine	bl blow	cl cloud
she'll	blue	clock
she	blows	clever
sheep	black	
should	blackberries	
shoes		
shed		
fl flew	gl (none)	pl please
floor		play
flour		played
Flopsy		playmate
		plum
		planting
sl slowly	br broke	dr dry
slam	bridge	drying
slammed	breakfast	
sly	broom	
slipped	bright	
sleep		
fr from	gr greedy	pr princess
friend	gray	
frightened	great	
	grass	
	grow	
	grew	
	green	
	grown	
tr troll	sc score	sk (none)
trip		
trap		
trunk		
sm small	sn snap	sp splash
	snappety	speak
	sneezed	
st stairs	spr (none)	str street
steps		streets
star		
stones		
stool		
stone		
stopped		
stand		

III. METHOD: (See plans later in this chapter.)

IV. TEST OF PROFICIENCY:

In first grade children are to be held responsible for separate phonograms taught and the application of these phonograms to words already taught. Short frequent tests involving the sepa-

rate sounds should be given to individuals. One or two children may be tested at the end of each lesson. They should also be tested frequently for speed and accuracy in naming lists of old words containing the phonograms and other phonic elements taught.

A standard will be worked out later showing the accuracy and time which is to be our ultimate goal.

The children should be able to hear sounds and reproduce them accurately and recognize them in written or printed words.

They should have developed some ability in applying their phonic knowledge to new words and to sound new words which contain no element which has not been previously taught.

SECOND GRADE.

I. Aims:

All the aims given for first grade are applicable in the second grade and should be kept in mind. The following are some further aims.

1. To give the child power to rediscover forgotten words.
2. To increase the child's independence in word getting.
3. To increase the child's power in applying old sounds taught in first grade as well as the new sounds taught in this grade.
4. To increase the child's ability to spell without previous study truly phonetic words.
5. To begin in a small way the study of diacritical marks.

II. Materials:

A. Equipment.

1. Winston cards.
2. Plymouth chart.
3. Charts typed by teacher.
4. Word lists.
5. Handbooks with words incorporating phonic elements. These are words which are found in our Winston readers. The books are to be printed later.

B. Work to be accomplished.

2B GRADE.

Keep all phonics previously taught well reviewed and hold the children responsible for greater application of this work.

ight night	th that	ar market
ack back	wh white	ee see
ow cow	qu queen	g ginger
er her	sw sweet	a cat
ou out	th thing	a ate
or for	c mice	e met
ur hurt	u but	e he
ew dew	u	i hit
ir girl	y my	y Billy
aw saw	oo too	i I
		o not
		o go

2B GRADE WORD LIST FOR PHONETIC DRILL.

These words occur in the Winston Second Reader.

ight	ack	ow	crowd
frightened	back	now	flowers
night	crack	flowers	town
might	blackbird	bower	down
right	tracks	bow	drowned
bright	packet	how	
light	quack	brown	
tonight	crackles	powdering	
delighted	backward	bow wow	
sight	Jack	bowed	
	blackbirds	owlet	
		frowned	

er				
after	prettier	stronger	summer	number
butter	rivers	wondered	winter	numbers
dinner	brothers	wonder	slippers	owner
ever	bigger	wherever	silver	overtake
water	bother	serve	covered	safer
clover	farther	everything	yesterday	
over	ordered	farmer	warmer	
father	other	millers	matter	
master	under	person	servants	
together	another	travelers	finger	
forever	better	different	whether	
paper	daughter	herself	clerk	
never	fingers	hotter	faster	
bower	gutters	nearer	flowers	
flower	sister	river	fever	

ou	house	or	for	ur	turnips
	mouth		morning		burn
	ground		tortoise		burned
	mouse		or		church
	clouds		forever		hurry
	hour		fork		hurried
	thousands		nor		hurts
	housetops		sailor		surprised
	shout		stored		turn
	ourselves		short		turned
	sound		forget		surface
	without		forgotten		churning
					hurting
					nurse

ew	dew	ir	sir	aw	claws
	new		girl		thaw
			dirt		draw
			birds		drawn
			whirling		
			birdhouse		
			twirling		
			twirled		
			third		

th that
mother
there
their
they
them
then
this
bother
those
brothers
than
these
other
thee
either
without

wh white
who
where
what
when
why
which
whipped
wherever
whether
whistle
whale

qu queen
quack

sw sweet
swam
swelled
swing
swim
swiftly

th thing
thank
throw
threw
death
mouth
thin
something
things
tenth
thrown
thought
thanking
everything
path
thirsty
thrush
plaything
thaw
thanked
mouth
third
three

c mice
nice
once
pieces
piece
city
fierce
princess
face
faces
surface
prince
palace
lettuce
medicine
notice
decided
receive
race

Short u.
but
bundle
butter
jumped
huff
huffed
puff
puffed
funny
punish
insulted
number
suspected
trusted

unkindly
understand
unhappy
hundred
running
spun
strut
humming
husband
funniest
cut
plums
shut
duck
cunning

trust
ugly
grumbled
stumble
tugged
thrush
mud
cup
gutter
begun
hunt
hunter
supper
such

Long u.
cure

true

use

y like long i.
good-bye
why
fly

sky
dying
by

my
lying

Short a.

had
and
Blacky
man
have
rapped
at
Black's
angry
apples
an
ran
that
sat
swam
cannot
can
carry
shall
family
splash
fat
as
catch
sprang
happy
attic
cat
began

back
am
glad
hands
pantry
plant
planted
than
sad
black
has
hang
happen
another
crack
thanking
ladder
perhaps
happened
candy
traveled
travelers
drag
dragging
cattle
maggie
patted
sparrow
wrap

trap
grandmother
arrows
tracks
flat
Granny
carrots
bag
Anthony
plank
Caroline
stand
hat
Jamp
brambles
understand
snap
scrambled
latch
managed
drank
unhappy
shaggy
Andrew
Jack
grandma
coachman
blanket

trap
animal
rabbit
hatchet
thank
rap
bad
candies
packet
quack
narrow
bank
answer
man

crackles
land
rattle
can't
matter
cap
sparrows
blackbirds
landlord
bade
thanked
castle
palace
gladly

companion
happily
Elf-man
Ann
sang
marry
husband
married
flax
rapping
pieman
saddle
cabbages

Long a.

names	makes	stableboy
make	plate	stable
made	table	exchanged
came	changed	baked
ate	slave	tasted
take	laden	ashamed
shaking	snowflakes	name
game	angels	taste
paper	faces	whale
gave	rake	grazing
hated	flame	overtake
shake	change	gate
cake	named	graze
safe	face	safer
place	rake	race
lazy	flame	able
became	danger	Janie
shade	same	behaved
placed	taken	ached
takes	cage	potato
maple		
awake		
late		

Short e.

sent	held	bed
them	plenty	leg
met	neck	rested
yes	kennel	princess
then	step	dress
let	nest	kept
get	best	slept
wet	honest	decks
set	forest	himself
went	never	herself
next	red	myself
kettle	hen	whether
fell	ten	except
well	tend	guess
sell	seven	Ned
tell	exchanged	Henry
end	shelf	fresh
edge	led	lettuce
enemies	closet	empty
ever	blanket	left
eggs	packet	hedge
else	help	shed
every	yellow	fed
very	stem	

Long e.

he	belong	reward
me	be	eleven
she	enough	fever
before	even	decided
because	evening	people
began	eve	
beside	we	

Short i.

since
think
still
ill
sick
thing
window
drink
wished
miller
live

give
river
imp
bring
lived
bills
killed
this
picked
sit
fit

cling
bigger
did
slip
bit
rich
which
will
lift

silk
river
skin
wink
spin
thin
wished
middle
king
hid
nibble
chick

it
ditch
tricky
pig
kissed
with
will
sticks
bricks
in
dinner
six

filled
hill
little
wings
think
him
his
kick
wind
sing

Long i.

nice
time
five
climb
fire
cried
died
tried
tired
spire
while
tied
bite
wide
pie

wise
high
like
mine
lion
fine
mice
ripe
mind
die
side
vine
shine
kind
tiny

white
ride
ice
drive
hired
white
line
lie
find
miles
smile
quite
prize
spite

y like short i.

Billy
angry
carry
plenty
hungry
bushy
happy
every
pantry
lazy

tiny
easy
cherry
fairy
body
merry
funny
sorry
duty
heavy

shaggy
Neddy
lady
plenty
thirsty
empty
early
only

Long o.

so	holding	hoped
go	stones	almost
no	shone	whole
home	old	before
oh	cold	snow
know	sold	show
ago	gold	nose
blow	golden	own
don't	also	owner
those	closer	broke
told	chosen	more
only	spoke	nobody
grow	roses	bone
throw	shore	rope
drove	clothes	post
roll	rode	both
rolled	pony	alone
over	stove	lonely
open	stole	stroke
opened	stolen	stroked
hold	hope	potato

Short o.

of	pot	top
not	hopped	rock
on	stopped	body
upon	hot	fog
got	pod	frosty
forgotten	shot	John
potful	blossom	doctors
cannot	fond	locked
ox	robin	wobble
off	tossed	cottage
stop	tossing	trotted
hop	frog	donkey
bother	bottom	rotten
pond	promise	holiday
fox	lost	anybody
	crocodile	

oo

too
roof
choose
roots
soon
cool
room
shooter
stool
foolish
food
roofs

ar

market
largest
lark
larger
darted
barked
sparkled
barking
bark
barn
cart
large
farm
started
starved
dark

farmers
garlands
harmed
harness
harnessed
marked
marking
marbles
farm yards
start
harm
far
mark
sharp
hard
hardly

ee	see	seeds	hee-haw
	three	feet	cheered
	tree	need	week
	free	weeds	queens
	sleep	between	street
	peep	cheeks	bees
	keep	sleek	sweet
	cheese	seems	green
	sees	heels	
g	ginger	hedge	cabbages
	large	larger	George
	edge	danger	gentle
	largest	exchanged	

2A GRADE.

Besides the review work which is very important the following new work is to be accomplished:

Markings:

a	cat	air	fair
e	met	oy	boy
i	it	oi	boil
o	not	ea	teach
u	but	ai	chain
y	Billy	au	because
a	ate	aught	taught
e	he	ie	pie
i	I	ly	friendly
o	go	oa	boat
u		ow	bow
y	my	ong	long
oo	cook	ought	thought

Rules:

1. Final e makes the preceding vowel long.
2. Usually in words having two vowels together, the first vowel or name letter is long or says its name while the second vowel is silent.

NOTE: Use, with markings, the same word lists as are given for the 2B grade, to teach the long and short vowels.

Additional word lists for phonetic drill in 2A Grade.

oo	cook	took	foot
	brook	roofs	shook
	looked	stood	book
	crooked	good	
	woods		
air	hair	oy	boy
	fair		oi
	air		pointed
	stairs		noise
	chairs		boil
			moist
ea	clear	ai	chain
	speak		chair
	teach		maiden
	mean		pail
	leave		afraid
	eating		wait
			au
			because
			taught
			caught
			daughter

lean
treating
deal
lead
stealing
eaten
easy
reach
beat
reached
treated
neat
pleased
scream

plain
pailful

aught taught
daughter
caught

ie pie
cried
died
tried
die
tied
magpie
pot pie
lie
pie man
tie

ly family
friendly
only
hardly
early
ugly
partly
gladly
slightly
kindly
quickly
suddenly
unkindly
proudly

oa toad
boat
coal
load
whoa
roadside
road
charcoal
grey coat
oat
roared
floating
loading

ow bow
blow
know
throw
low
row
grow
window
yellow
arrow
snow
show
fellow
tomorrow

ong long
along
belong

ought thought
bought
brought

III. METHOD: (See plans later in this chapter.)

IV. TEST OF PROFICIENCY:

The teacher should give frequent individual tests at least once a month. These tests should include three points.

1. Separate phonetic elements which have been taught.
2. Mixed lists of old words.
3. *Mixed lists of new words which do not include any phonic element which has not already been taught.*

One hundred per cent accuracy and a high rate of speed should be the end towards which we are working. A greater ability in independent application of phonic knowledge should be expected.

We have not as yet formulated any plan to test the child's phonic knowledge or proficiency in applying phonic knowledge. We shall try to do so later.

THIRD GRADE.

I. AIMS:

The teacher should keep in mind the aims previously stated for first and second grades for they are equally in force in this grade.

The special aims for phonics in this grade are as follows:

1. To help in syllabication.
2. To give the child confidence in his ability to master the mechanics of reading and the sense of mastery over the printed page.
3. To lay a foundation for the future use of the dictionary by teaching some of the diacritical marks.

The chief emphasis in the third grade should be placed on the silent application of all the phonic elements in word mastery.

II. MATERIALS:

A. Equipment.

Same as in first two grades.

B. Work to be accomplished.

Review all the phonics previously taught and work for independent application of this phonic knowledge.

3B. PHONOGRAMS—MARKINGS.

ph physician	ea death
ex except	a ask
ung stung	c
ish foolish	c
ang sprang	al always
kn know	ad admit
wr written	be began
ed kissed	de delight
ed leaned	en endure
ed planted	re return
are share	un under
	ful beautiful
	ing coming
	less useless

Rules:

1. C is hard before a, o, u at the beginning of a word. It is soft before e and i.
2. K is silent before n.
3. Most words add 'ing' without changing the spelling. Short words ending in a consonant preceded by one vowel usually double the final letter and add 'ing.' Short words ending in 'e' preceded by a consonant drop the final 'e' and add 'ing.'

3B. WORD LISTS FOR PHONETIC DRILL.

These words occur in the Winston Third Reader.

ph physician	ung hungry	ish foolish
	hunger	
ex except	young	ang sprang
extra	hung	sang
exposed	sung	hang
extend	slung	angry
excellent	stung	angrily
expect	sprung	
exclaimed	rung	
exactly		

excused
excited
express
explain

kn knives
knife
knocking
known
knock
knight
know
knew

are care
declare
dare
spare
bare
aware

wr wretch
written
writing
wrong
wraps
wrote
wreath

ea dead
feather
meadow
pleasure
pleasant
bread
ready
head
spread
meant
death
instead
read
threaten

a ask
papa

ed (d)
answered
blamed
cried
called
cleared
covered
changed
curled
drowned
followed
frightened
gnawed
lived
played
puzzled
supposed
seemed
surprised
screwed
tired
turned
scattered
trembled
tugged
toppled
allowed
begged
replied
rolled
pulled
gathered
raised

piled
returned
screamed
trembled
carried
dragged
fastened
showed
seized
desired
exposed
hurried
joined
killed
learned
named
refused
saved
troubled
trained
ashamed
believed
good natured
loved
pleased
sighed
wandered
alarmed
crawled
entered
fattened
filled

hammered
managed
supposed
declined
mused
agreed
cared
happened
traveled
aroused
disturbed
covered
sobbed
admired
allowed
appeared
combed
changed
excused
lined
married
offered
sailed
tired
annoyed
discovered
gazed
received
ruled
settled
stayed

ed (t)
chirped
dressed
disliked
finished
jumped
laughed
looked
liked
leaped
locked
stepped
squeaked
stretched
slipped

touched
unlocked
walked
worked
asked
passed
splashed
astonished
promised
clapped
hopped
peeped
escaped
picked

pecked
stuffed
watched
dashed
kissed
thanked
raced
danced
helped
touched
wished
propped
remarked

ed (ed)
decided
wanted
invited
lamented
petted
shouted
floated
commanded
loaded
darted
fitted

lifted
spotted
acquainted
buted
contented
consented
enchanted
lighted
repeated
waited

planted
hooted
started
excited
faded
gilded
permitted
ragged
treated
interested

al although
always
also
altogether
almost

ad adventures
added
advise
advice
admired

be because
before
became
beside
behold
behind

de decided
declared
desired
decide
decides
delight
declined

re remains
refused
return
received
remind
remarked
receive
rejoiced
respect
repeat
reply
remarkable

un until
untidy
under
unlocked
unless
unkind
unhappy
unlucky
unkindly
unable
uncomfortable
unfriendly
unfortunately

ful careful
wonderful

watchful
beautiful

sorrowful
thankful

ing boiling
bounding
burning
beating
drinking
eating
hanging

willing
waiting
doing
knocking
playing
clustering
chirping

quacking
scampering
feeding
remembering
warning
hunting
trooping

howling	carrying	awakening
looking	cooing	kissing
nibbling	finding	watching
remaining	fighting	wishing
rolling	laughing	wandering
smelling	lifting	helping
singing	opening	watering
tightening	peeping	blessing
toasting	resting	charming
holding	talking	following
killing	building	missing
calling	crowing	

ing (after consonant preceded by
one vowel)

getting
letting
running
sitting
dropping

ing (final e dropped)

coming
trembling
hiding
grumbling
making
dancing
sparkling

c curled	carrying	colored	complained
cuddled	cooing	occurred	tobacco
cozy	music	respects	canary
cast	company	rescue	current
companions	colt	rascal	canal
consented	calling	actually	reflected
excused	cool	caps	subjects
escaped	cupboard	couple	cottage
compel	course	conclusion	account
pancakes	caught	cowshed	collected
coach	because	cackle	uncomfortable
cock	coal	cold	peacock
carpenter	came	cunning	Mercury
couch	corner	accustom	cow
cave	could	conduct	conquered
cared	cook	core	continent
welcome	careless	capered	discovery
catch	cannot	colors	magical
cut	can't	commanded	castles
second	come	candle	costly
cousins	cat	collar	carding.
contain	called	cured	
countryside	covered	comb	
comfort	couldn't	covers	

c peaceful	surface	medicine
disgrace	notice	noticed
ceased	piece	force
cities	pounce	certainly
receive	since	balances
rice	twice	pencil
danced	mice	pieces
place	nicest	officer
force	decided	rejoiced
once	cellar	faces
palace	cider	places
received	saucers	saucy
center	glanced	obedience
decides	dance	fierce
silence	force	certain
advice	graceful	

3A WORK TO BE ACCOMPLISHED.

DIACRITICAL MARKS.

ir birch	con conversation
ur occurred	com command
er sermon	dis disturb
a bare	im immediately
a ball	in instant
a tar	mis misfortune
est smallest	per permitted
eigh neighbors	sur surrounded
or armor	hard g
gh tough	soft g
ous curious	tion notion

RULES.

G is often soft before i, e and y.

W is silent before r.

B is silent after m and before t.

ir	dirty chirped first girls birds circular sir	stir squirrel whirling twirling skirts birthday firm	shirt birch thirsty third whirled	
ur	occurred church return disturbed surprise burneth furniture urged	furry purrs sturdy purchase disturb burning curled surprised	returned surface turn turned returns journey	
er	after another altogether answer answered butter better blacker corner cider covered certain drawer however her never perhaps remember sober supper several under water shelter master	letters matter heavier winter father nearer bigger hotter summer daughter danger mowers leader stouter soldiers neither louder higher grasshopper feathers easier clearer carpenter farther hunger	shorter scampering tender sleepers sooner shoemaker flowers enter center others sister tower northern traveler gather either fern wandering cinders Cinderella dressmaker harder messengers others pattern permitted	watering tender sternly upper covers mothers maker weather latter differ happier ordered slender officer merchant robbers plundered invaders herds conquered discovery later manners rivers dancer

	servants boaster brother	perch roaster rafter	quarter slippers courtiers	dangerous deeper
	faster finger western whether lighter shower sunset shoulder	cherry certainly capering deserted fever hunters hammer order	perfect shivering smothered serve thunder theater whiskers wonders	creatures wondered sermon saucers smaller stronger leather gander
a	bare careless care paring daring daren't		scared declare dare dared hare	wear staring stare spare fare stared
a	quarter all although always also altogether almost because balls drawer	gnaw gnawed paw wanted stall straw saw caught draw talk	crawl crawled warm daughter dawn drawn hawthorn tall	paused faults claws caused walks wants watering
	tar heart hardly large arms dark darkest mark part armor army	darling starry started start yard garden are lark larger alarmed skylarks	carpenter farther charming particular dart garland market darker arm	sparks starched card remarked sparkling party largest harness harder
est	prettiest loveliest largest bravest oldest	quickest cleanest earliest steepest youngest	darkest sweetest deepest greenest finest	latest wisest nicest thinnest
eigh	neighbor weight eight	or	armor warrior	gh enough laughed tough laughing
ous	curious gracious anxious previous famous precious dangerous	con	content consented conduct conclusion contain contented conversation continent	com comforteth compel companion commanded complained comfort comfortable company complain

dis dislike disliked dismay disturbed dishonest disturb disgrace disgraceful disagree disobey disappointed discovery	im immediately imagined imagine impossible	in into instead invitation invited indeed intend inside injure inquire interested insisted instant instantly invaders insult	mis misfortune mischief mistake mistress mist miss missing
per permitted perfect perhaps	sur surprise surprised surface surrounded		
g stronger rung gander goose geese gun ghost struggling beg eggshell finger gutter goblins leg regular	governor rugs beggar bigger gayly good girls give go get gone gave jug legs began	gilded rags gazed raggy angry gay dog bagful gate gather godmother goblin hunger logs	pegs golden girl ago against given good dragged got goes forget
g geraniums gentleman stage dangerous cottage exchanged danger messenger	largest age magic managed gently giant huge large	tion conversation notion nation direction	

III. METHOD: (See plans later in this chapter.)

IV. TESTS OF ATTAINMENTS:

The ultimate test of proficiency in phonics is the ability to read smoothly and easily as a result of rapid silent analysis of all unknown phonetic words.

The tests for this grade are similar to those listed for second grade.

If phonics has been taught through the primary grades, our ideal for a child finishing 3A work is one hundred per cent accuracy in rapid silent analysis of all phonetic words needed.

METHOD.

Lesson Plans.

First Grade—New material.

First Grade—Old Material—Review.

Second Grade—New material.

Second Grade—Review.

Third Grade—New material.

Third Grade—Review.

LESSON PLAN (NEW LESSON).

FIRST GRADE.

Aim:

To teach sound "c."

Preparation:

Teacher present the new sound from the initial sound of an old word. Example—c—cat.

Presentation:

Teacher write sound. Have children give it individually.

(Normal children learn by imitation.)

(Subnormal children learn by position.)

If the sound is a "voice" sound like b, d, or g, put the fingers on each child's throat as he makes it, to see if he is placing it correctly if your ear tells you the child needs help.

Have children think of words that begin with the sound in question. Teacher write the words on the board. Have some child underscore the sound in each word.

Teacher separate the word into its sounds. Have children pronounce as a whole.

Teacher now speak the sound. Have several children write it.

For practice in making the sound under consideration, give "tongue twisters." Good practice for enunciation also.

With Winston cards prefix c to family cards like at, an, old, all.

Children think of words beginning with the sound. Teacher list them on board. Summarize by repronouncing.

Summary:

New card representing element taught—put in with the old flash cards and all drilled upon.

REVIEW LESSON.

FIRST GRADE.

Drill Work:

1. Children think of words beginning with the sounds as teacher shows the flash cards.
2. Teacher flash cards—let individuals sound them.
3. Teacher scatter cards—children run for them.
4. Teacher speak sounds—children write them.
5. Group work—(small groups). See who can get most cards in a given time.
6. Match the printed sound with script on chart.

LESSON PLAN FOR NEW LESSON.

SECOND GRADE.

Subject:

"ou" as in house.

Aim:

To teach the children to sound a word for themselves that has "ou" as in house, in it.

Children's Aim:

To learn what "ou" says.

Preparation:

a. Teacher's:

1. Have blackboard ready.
2. Have cards printed (words from Winston II with "ou").
3. On board have mixed list of "ou" words (keep covered).

b. Children's:

1. Class listen for a sound that is in every word the teacher says, such as—out, mouse, house, pounce, pound, found.
They will recognize "ou" as the common sound. (Give this oral preparation if necessary.)
2. Write "house" on the board for children to tell what it says.
3. Underline "ou." Try to get children to recognize it as the sound they heard in the oral list of words.

Presentation:

1. Take word cards with "ou" in them, have class as a whole say these with whatever help is needed.
2. Repeat with no help if possible.
3. Individuals say cards, others giving needed help—(special emphasis on this step).
4. "Race" between two to see who can "get most cards." Other phonic games may be played.

Summary:

1. From board say and underline "ou" words from a mixed list.
2. From readers have children make a list of "ou" words.

Application:

The child should be able to sound for himself "ou" words while reading, if he knows all the other elements.

REVIEW LESSON PLAN.

SECOND GRADE.

Subject:

"ight" and any other sounds previously taught.

Aim:

To review "ight" and other sounds previously taught.

Children's Aim:

Let's see how well you can give words with some of our old sounds in them.

Preparation:

The teacher should have all materials ready for any drill she wants to use.

Presentation:

Who remembers what our new sound says? The teacher flashes card with "ight" on one side and "night" on the other. Children give the sound of "ight." The teacher turns the card and says "As in what word?" Who can give other words that end in "ight." They give right, fight, might, light, tight, sight, etc. The teacher writes them on the board. The teacher says "I am a member of the 'ight' family. Who can guess who I am?" The one who guesses it may be teacher.

One child has a pile of cards. He plays he is conductor on a train, and he flashes the cards. The children name the sound and take the card, then hold on to the conductor. After they all have a card, the conductor leads them, making the noise of an engine. Then they play they are getting off the train as the conductor calls their card.

Caution: Do not let the train idea spoil the drill.

NEW LESSON.

THIRD GRADE.

Subject Matter:

tion (shun).

Materials:

Words with phonogram on board.

nation
conversation
notion
relation
direction
motion
portion
station

Aim:

To teach child the sound.

To teach child to sound words for himself.

Child's Aim:

To learn what sound says and be able to apply knowledge.

Preparation:

List of words.

Method I:

Have words on board. Have several children give list.

Do you hear the same sound in each word? What is it?

Underline letters which say this sound (in one word).

Have children finish list and say word as they underline.

Summary:

Have as much individual and concert drill as time allows.

Method II:

Teacher gives orally a list of words with (tion). What sound do you hear in each word? Write a word with this sound on board. What group of letters says this sound. Write list on board and proceed as in Method I.

Seat work—have children find words in book (certain pages given).

REVIEW LESSON.

THIRD GRADE.

Subject Matter:
tion.

Materials:
flash cards.
charts.
their words.
board work.

Aim:
To test child's ability to apply knowledge of phonograms.

Child's Aim:
Application of phonogram.

Preparation:
List of words from reader.

Method:
Drills—concert and individual work—vary method.
Flash cards—word drill devices as suggested on word drill outline.

Devices and Drills:

Place row of cards on blackboard ledge. Ask children to find different word card. Ask questions similar to these—"John, find the word nation"—"Mary, find portion," etc. Have child say the word.

Have a row of children stand. Teacher has cards. If the child can tell word presented to him, he takes his seat. Row wins which has the most children in their seats.

In summary drills—Teacher turns cards from back of pack to front and calls upon individuals. If she holds card out to the right, children answer in concert.

V. REFERENCE—FOR CHILDREN: (To be listed later.)

VI. DRILLS AND DEVICES FOR GRADES I TO IV.:

Many of the drills and devices given for word study are good for phonic drill. The following are some other drills, and devices which may secure interest, accuracy, and speed.

1. Give orally as many words as possible containing a given phonogram or family. Work for long lists.
2. With Winston cards prefix phonograms to family cards to build words. These families may be built at the board.
3. Children think of words beginning with the sounds as teacher shows the flash cards.
4. Teacher flashes cards and individuals sound them.
5. Teacher scatters cards and children run for them.
6. Teacher speaks sounds and children write them either at their seats or at the board—teacher to check results.
7. Group work (small groups.) See who can get the most cards in a given time. If the children are too noisy in giving a certain sound do not give the card to anyone.
8. Match the printed sound with script on chart. (Valuable only in first and possibly second grades.)
9. Give each child a consonant card and see how many words he can make by placing it before family phonograms as cat, can, call, cold, etc.

10. Children stand in a semi-circle. Each child holds a phonogram or consonant sound. Child in center holds no card. He steps up to No. 1 and says, "Toadie, toadie, how art thou?" No. 1 answers, "Very well, I thank thee now." Child who asks first questions says, "How's thy neighbor next to thee?" No. 1 answers, "Take this 'at' and I'll go see." No. 1 now becomes visitor and repeats to No. 2 and so on till the end of the semi circle. Each child has moved, has held a different card in his hand, and has heard pronounced many different sounds.
11. Tit tat Toe may be played. The child closes his eyes, says the rhyme and as he moves the pointer around the circle he names the phonogram on which the pointer stops as the rhyme ends.
12. Children hold cards. Teacher names sounds or phonograms and the child holding it stands and gives the sound.
13. Fishing from pond, sliding down hill without falling off sled, picking apples from trees, filling baskets and climbing ladders are all types of drills which the teacher may vary easily.
14. Soldier Game. Pupil who misses goes to the hospital as wounded. When he knows the sound he may come out.
15. Playing Store. The child who knows all the sounds in the pack is store keeper. Each child in turn buys a card by naming it.
16. Race. Cards are on the black board ledge. A child starts at each end taking off only the cards he knows.
17. Fish Pond. Each child is given a card he knows and holds it up. Some child catches as many fish as he knows cards. Use a time limit.
18. Merry Go Round. Cards are on the ledge. The children pass along, first touches first card and says it, second touches second card and says it, etc.
19. Guessing. I am thinking of a word with "at" in it. The child who guesses the word gets to think of a word.
20. Tag. Tag some one. The person who is tagged points to a card and says it, then tags some one else, etc.
21. Fishing. The one who misses a card is caught. The others are sly fish.
22. Train. One child has a pile of cards. He plays he is conductor on a train and he flashes the cards. The children name the sound and take the card then hook on to the conductor. After they all have a card the conductor leads them making the noise of an engine. They get off the train as the conductor calls their name.
Caution: Do not let the train idea spoil the drill.
23. Have cards on blackboard ledge. Child selects two cards which will make a word.
24. Have cards on ledge. Child collects all cards beginning with a certain sound.
25. Hold up card with phonogram. Ask child to give sentence containing word made from phonogram. *all I like to play ball.*
26. In third grade ask children to mark letters in words as far as they have been taught the marking.
27. Children may learn to know by certain devices when concert work is called for and when individual. Putting cards one in front of the other may mean individual work and holding cards to the right may mean concert work.
28. Devices which secure the largest number of returns per minute are the most valuable. Do not let play and games interfere with the drill.

VII. CAUTIONS AND SUGGESTIONS:

1. Phonics has a definite important place in the course of study of the primary grades. As an end in itself phonics has no place. Do not confuse it as an end but always use it as a means to an end.
2. Use care in giving the sound correctly.
3. Do not confuse the child with the wrong picture illustrating sounds. If stories are used to introduce the sound, drop the story as soon as the interest has been aroused. It is better to introduce the sound from a known word.
4. Little concert work should be done. One cannot tell in concert work whether or not the child is giving the true sounds.
5. Watch tone and enunciation.
6. Ask several bright children to repeat the new sound after the teacher so the slower children will hear the correct sound a number of times before giving it.
7. Never mix phonics with the reading lesson. If a child in the reading lesson does not know a word supply the word quickly and do not ask him to sound it. If it is a sight word drill on it in the word drill period. If phonetic develop it in the phonic period later.
8. Begin phonics with much ear training. Do not begin breaking up words too soon. Initial letters and rhymes are the best points of attack.
9. Phonics proper should be introduced only after the child sees the need of it. When he sees similarity or difference in parts of words he is ready to begin the study of phonics.
10. As soon as possible lead children to sound the word silently and give the word as a whole orally. Too much oral sounding of separate letters and phonograms prevents child from grasping the word as a whole. Silent rather than oral analysis is the end at which we are aiming.
11. Working from known sounds and phonograms have children work out words for themselves. Help only when necessary and work for early independence.
12. Use only combinations that make real words. Do not allow children to sound words which are entirely beyond their comprehension.
13. Short, snappy drills are the only valuable ones.
14. One step must be thoroughly mastered before the next one is attempted.
15. Do not over emphasize phonics and its application as over emphasis is certain to be at the cost of expression and thought.
16. To teach the new sound introduce it by means of a familiar sight word. Break the word enough to abstract the sound to be taught. Much drill is necessary in exactly making the sound.
17. Practise pronouncing from printed charts lists of Winston words containing the sound taught. Practise blending known initial sounds with these listed families if the results are actual words. Give much drill on these newly made words.
18. Drill on the separate phonograms and also on the blends.
List words containing each. Practise pronouncing the same. Be exact in pronunciation but do not exaggerate it. Chart the words and keep them reviewed.
19. When teaching marking expect children to respond with right sound when seeking marks as well as when told the sound.
20. Teach children to sound the reading word-drill words that are distinctly phonetic insofar as the phonetic facts of the words have been learned. Do not ask them to sound at words that are not phonetic. Make only legitimate application of their phonetic knowledge.

21. Children in 3A should develop all phonetic words at the word drill time through phonics. Then they will need much drill on the sounds as well as on the words.
22. Work for speed and one hundred per cent of accuracy. In second and third grades speed games may be used. Charts showing increase in rate of naming lists of words will create interest. Around interest in child to break his own record as well as to lead the class. Any plan which will speed up accuracy and rate is useful.

VIII. REFERENCES FOR TEACHERS:

- Phonics in Reading—Haliburton (B. F. Johnson Publishing Co.)
 Manual of Phonics—Gordon (D. C. Heath, Chicago.)
 Manual of Phonics—Beacon.
 Word Mastery—Akin.
 The Key Method—Libby.
 Phonetics for Schools—Robbins.
 Teaching of Phonics—Westcott.
 Phonetics in the Elementary Schools—Burbanks.
 Thirty-Three Questions and Answers in Phonics—Ginn & Co.
 See and Say, Book I.
 Learning to Read—Aldine.
 Word Study for Schools—Sherwin Cody.
 NOTE: Teachers, desiring supplemental word lists for phonetic drill on the blackboard, may make appropriate selections from the manuals referred to above.

LANGUAGE FORMS.

MINIMUM ESSENTIALS AND STANDARDS OF ATTAINMENT TO BE DESIRED AT END OF THIRD GRADE.

A. ATTAINMENT IN WRITING AND PAGE FORM:

1. Name centered on first line; date on left of second line; grade on right of second line; title or subject centered on fourth line; written work begun on fifth line.
2. Uniform margin at left of each page.
3. One line blank at bottom of each page.
4. Paragraph indentation of one inch.
5. Black or blue-black ink only.
6. Words distinctly separated from each other; crowding at ends of lines avoided.
7. Individual handwriting standard of 65% according to the scale in the Measuring Standard Tablet for Third and Fourth Grades prepared by Dr. Freeman, F. E. Clerk, J. B. Wells. Use method and material given in a Course in Handwriting by F. N. Freeman in *Elementary School Journal*, Jan., Feb., March, April, 1922.

B. ATTAINMENT IN COMPOSITION MECHANICS:

1. Ability to copy accurately a short simple selection of prose or poetry.
2. Ability to write from dictation a passage of three or four simple sentences in prose, including capitalization and punctuation as indicated below.
3. Ability to write a simple narrative unit of three or four sentences correct in sentence formation—spelling, capitalization, punctuation and grammatical usage.
4. Ability to write a short simple letter or note in conventional form.

C. ATTAINMENT IN COMPOSITION TECHNICALITIES:

1. Capitalization:
 - a. The first word of a sentence.
 - b. Names of persons and places.
 - c. Months, days of the week, and holidays.
 - d. Initials.
 - e. North, east, south, and west when used as names of sections of the country.
 - f. Names of the deity.
 - g. The first word and the important word in the greeting of a letter; and the first word in the closing.
 - h. *I* and *O* when used as words.
 - i. The first word of the title of a book or a composition, and all other important words.
 - j. The first word of every direct quotation.
 - k. The first word of every line of poetry.
2. The hyphen, to divide a word at the end of a line.
3. The apostrophe:
 - a. To denote the possessive case of a noun.
 - b. To indicate the omission of a letter or letters in a word.
4. The period:
 - a. At the end of a declarative sentence.
 - b. At the end of an abbreviation.
5. The question mark at the end of a direct question.
6. The comma:
 - a. To separate the day from the year in a date, the city from the state, and the state from the country.
 - b. To separate a direct quotation from the rest of the sentence.
7. The colon, after the greeting of a letter.
8. Quotation marks:
 - a. To indicate all the words directly quoted.
 - b. To indicate titles of books, stories, and poems in sentences.

D. ATTAINMENT IN SPELLING AND WORD STUDY:

1. The correct spelling in composition and in dictation of all the words in our required grade spelling list.
2. A spelling conscience that aims at freedom from error by use of home made dictionaries and consultation of other sources.
3. Facility in using their own made dictionaries to ascertain spelling of words.

E. ATTAINMENT IN GRAMMAR:

1. Recognition of the sentence as declarative or interrogative; (not using these terms).
2. A sentence sense to the extent of its being complete.
3. Nouns:
 - a. Usual way of forming plural.
 - b. The addition of 's to singular nouns to indicate possession.

F. ATTAINMENT IN CORRECT USAGE:

1. May, can, have, got, let, leave, let's, a long way, off, try to, this, these, that, those, kind, those, them, without, unless, teach, learn, who, which, like, as, either, or, neither, nor, whether, if, single negative.
2. Sang, have sung, saw, have seen, drank, have drunk, rang, have rung, came, have come, went, have gone, did, have done, lie, lay, have lain, lay, laid, have laid, sit, sat, have sat, set, have set, spoke, have spoken, ate, have eaten.

SPELLING.

I. Aim:

Ability to spell the words which one writes.

II. SUBJECT MATTER:

We have wished to harmonize our spelling efforts with those of the intermediate grades, so have selected from the Horn-Ashbaugh Spelling Book, the text for the higher grades those words for first and second grades that have been taught as mastery words in our primary reading work. To shorten the Third Grade list to a length that we feel our pupils can master we have omitted columns 2, 3, 6, 7, 10, 11, 14, 15, 18, 19, 22, 23, 26, and 27. This selection has been on the basis of omitting the columns having the smallest and greatest standard number of errors.

In so doing we have reduced the amount to be learned to a number of words for which we can require mastery; we have limited the spelling words to those we know the children know as sight words; and we are emphasizing the words the children will be most apt to want to write at least in reproducing any reading story.

1B GRADE.

and	go	me	she
are	he	my	so
after	home	not	some
boy	had	no	the
but	hen	on	then
bed	is	of	up
cat	in	pig	was
did	it	red	will
eat	little	ran	you

1A GRADE.

all	have	this	his
at	hard	tree	her
an	if	them	live
as	into	way	man
am	just	we	may
be	look	when	out
by	let	with	one
come	like	your	over
day	made	away	or
down	make	big	put
fast	mother	can	run
fat	much	dog	that
good	night	do	what
gold	play	for	woods
girl	see	get	old
going	sat	give	us

2B GRADE.

air	father	lay	sent
any	flower	long	say
about	ground	left	stay
been	glad	meat	such
behind	hill	mine	think
bread	hands	might	told
called	hold	near	these
dark	know	off	year
ever	keep	picked	
fire	large	poor	

2A GRADE.

brothers	drive	more	still
boys	eyes	many	sing
bear	fly	neck	soft
black	fun	need	sell
bright	finding	named	song
blue	felt	name	strings
bad	foot	other	show
bird	first	place	stand
best	food	room	tell
barn	forget	ride	true
better	how	rose	try
besides	hear	rest	town
bring	hope	road	winter
cook	hay	round	winning
crying	kind	river	wide
covered	locked	sad	while
care	live	side	anything
child	lift	set	child
dear	lady	seen	summer
deep	light	summer	while
dress	move	sun	

3B GRADE.

banks	March	asking	ours
yours	nut	below	pole
tan	oil	blame	porch
bag	silk	camp	race
line	singing	cast	rate
dine	sport	Christmas	reading
guns	Sunday	class	real
map	tent	clean	report
hind	working	cost	saved
girls	able	danger	seat
save	arm	drum	shot
kinds	art	egg	sink
both	bake	feeding	sort
lap	born	finger	spot
lock	faster	fit	stone
weeks	finding	forgive	rather
fool	forgot	Friday	full
salt	form	fur	strong
near-by	grand	glee	bug
plans	helping	goat	strange
toy	hit	grant	draw
age	ill	heat	lines

being	kill	holding	candy
lot	mill	hour	sail
pay	note	however	drink
seeing	page	hunting	goes
along	paper	July	comes
aside	plate	kindly	pile
band	price	larger	dare
belong	spent	luck	means
game	walking	lump	shake
hall	willing	mate	swing
lake	within	mouth	hide
lost	yard	number	desk
mad	added	order	wants

3A GRADE.

teacher	himself	space	soul
tie	hole	spend	spoil
whatever	hundred	spending	truth
across	indeed	spoke	wed
again	jump	storm	roots
ahead	killed	sunshine	bare
alone	later	talk	fought
always	least	talking	blight
another	less	teeth	led
apart	lie	their	comb
April	lovely	hour	farms
asked	making	mail	eggs
aunt	matter	write	lawn
badly	mean	flour	miles
basket	miss	eight	pail
beat	money	weak	quilt
because	nearly	sole	rag
beg	shame	ours	rid
begin	need	past	sauce
bench	nobody	pan	speech
garden	none	beat	spoon
gift	nor	pain	steak
grandma	nose	flour	straw
great	oats	hall	vines
soda	only	maid	worms
hair	safe	sum	ants
half	seem	real	bark
happen	sending	ate	bend
harder	shade	cent	bills
hardly	shape	need	breath
having	shoe	fix	fields
hearing	sight	figs	bud
apples	silver	kept	lend
herself	sir	lamp	hills
high	sorry		key

III. METHOD:

Use the Horn-Ashbaugh Method or any you have found effective.

Do not present more than two words a week in 1B Grade; three or four in each of 1A, Second and Third Grades. The other time will be spent in keeping all review words of the same grade and the lower grades well reviewed.

The children should master these words as to the written spelling of them in column form, in filling blanks, in writing from dictation, in writing original sentences and stories.

Try to teach children to write each word as a whole having visualized it as a whole, rather than to patch it together letter by letter. Do not feel by this that it is never legitimate to pronounce to the class words that are plainly phonetic for them to try to write. In such cases, however, try to have the children visualize the whole word after hearing its sounds, before they begin to write it at all. Emphasize spelling at the phonic period, the writing period and the spelling period. Require at all times the correct spelling of words that have already been taught. Do this in seat work as well as class work. Be careful that the first impression the child gets of the word is accurate. Be careful that the child's joy in using his home made dictionary does not prevent him from mastering his spelling words.

IV. TEST:

Weekly in new material; review words, frequently in column form, in the filling of blanks, the taking of dictation, the writing of original sentences and stories.

ARITHMETIC.

Purpose: The purpose of Arithmetic in the Primary Grades is to give the children a clear conception of numbers and their relation to each other.

I. AIMS:

The aims of teaching arithmetic in the primary grades are:

1. To give a clear idea of the numbers to be taught in those grades;
2. To drill upon the facts learned until they become automatic;
3. To make the work concrete by the use of many problems;
4. To drill in choosing and applying right processes in one and two step problems;
5. And to teach, from the first, good form in written work.

II. SUBJECT MATTER:

FIRST GRADE.

1B AND 1A.

Counting:

By 1's to 125.

By 2's, 5's, 10's as far as teacher thinks best.

Reading of numbers:

By figures to 125.

By words through ten.

Writing of numbers—to 125.

Ruler work:

Know inches and half inches.

Combinations:

Teach number facts through 6. Always teach every fact about a number as:

Add:

3	4	2	5	6
3	2	4	1	0
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
6	6	6	6	6

Subtract:

6	6	6	6	6	6	6
4	3	2	5	1	0	6

Multiply:

3	2	6	1
2	3	1	6

Divide:

$\overset{3}{2)\overline{)6}}$	$\overset{2}{3)\overline{)6}}$	$\overset{6}{1)\overline{)6}}$	$\overset{1}{6)\overline{)6}}$
--------------------------------	--------------------------------	--------------------------------	--------------------------------

$\frac{1}{2}$ of 6 =

$\frac{1}{3}$ of 6 =

Other forms:

$3+3=$

$6-4=$

$3 \times 2=$

$4+2=$

$6-3=$

$2 \times 3=$

etc.

etc.

etc.

$6 \div 2=$

$3 \times ?=6$

$3 + ?=6$

$6 \div 3=$

$2 \times ?=6$

$? - 4=2$

Terms:

Add, subtract, take away, multiply and divide are to be learned and used freely.

Signs introduced after terms are known and the various processes have been made as concrete as possible.

Drill:

Rapid daily oral drill emphasizing speed and accuracy. Vary devices but use the ones that secure the greatest number of answers per minute.

Problems:

Much problem work incorporating above ideas.

SECOND GRADE.

2B.

Counting:

By 2's, 5's, 10's to 100.

Reading of numbers:

By figures to 500.

By words through 19.

Writing of numbers:

Through 500.

Ruler work:

Review inches and half inches. Learn quarter inches.

Denominate numbers:

Teach inch, foot, yard; pint, quart; money problems; how to tell time, using Roman numerals through XII.

Combinations:

Review first grade work, continue number facts through 12.

Teach $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ of numbers evenly divisible.

Terms:

Add, subtract, multiply, divide; equals, minus, plus, times.

Drills:

On combinations using words or signs to state process and using all variations of forms, as

$6+6=?$	$6=\frac{1}{3}$ of ?	$\begin{array}{r} 6 \\ +? \\ \hline 12 \end{array}$
$6+?=12$	$?-6=6$	$\begin{array}{r} 12 \\ -? \\ \hline 6 \end{array}$
$\begin{array}{r} ? \\ 6) 12 \end{array}$	$\begin{array}{r} 2 \\ 6) ? \end{array}$	
$12-6=?$	$12 \div ?=2$	$\frac{1}{2}$ of $?=6$ etc.

Problems:

Much oral and written problem work incorporating all the various facts.

2A.

Counting:

By 1's, 2's, 5's, 10's to 125.

By 3's to 36.

By 4's to 48.

Reading of numbers:

By figures to 1000.

By words through 50.

Writing of numbers:

To 1000.

Ruler work:

Review inches, halves, and quarters.

Denominate numbers:

Review work in 2B.

Work with calendar; days in a week, months in a year, reading of dates.

Learn nickel, dime, quarter, half dollar.

Combinations:

Review combination facts through 12.

Learn facts from 12 through 20.

Teach $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ of whole numbers.

Examples:

may involve numbers of two or three places, which do not call for the carrying or borrowing idea.

Drills:

Rapid. Work under time pressure. Drill all processes orally and in writing.

Problems:

Use much problem work incorporating above ideas. Emphasize one step problems mainly. Keep them based on the interests of the children, their homes, and environment.

THIRD GRADE.

3B.

Review first and second grade work.

Counting:

By 2's, 5's, 10's, 3's and 4's, to 100, beginning with odd or even numbers.

Reading of numbers:

By figures to 10,000.

By words from fifty to one thousand.

Writing of numbers:

Through 10,000.

Learn use of comma between hundreds and thousands.

Write numbers singly and in columns.

Ruler work:

Work with inch, halves, and quarters.

Denominate numbers:

Teach abbreviations.

Review inch, foot, yard and teach in., ft., yd.

Review pint, quart, and teach pt., qt.

Review money problems and teach signs: \$, ¢, c and ct.

Teach decimal point in dollars and cents.

Review time and teach min., hr., da., a. m. and p. m.

Teach weights (child's own) oz. and lb.

Combinations:

Review all addition and subtraction facts.

Teach "carrying" in addition and multiplication, "borrowing" in subtraction.

Complete tables of 2's, 5's and 10's.

Teach tables of 3's and 4's, using both *table* and *multiplication* forms as:

$$\begin{array}{r}
 3 \times 5 = 15 \\
 5 \times 3 = 15
 \end{array}
 \qquad
 \begin{array}{r}
 5 \\
 3 \\
 \hline
 15
 \end{array}
 \qquad
 \begin{array}{r}
 3 \\
 5 \\
 \hline
 15
 \end{array}$$

Terms:

To be used freely in class time both orally and in writing and drilled upon; add, subtract, multiply, divide, plus, minus, addition, subtraction, multiplication, division, units, tens, hundreds, thousands, sum and difference.

Drill:

Work daily for speed and accuracy at the same time. Keep records of speed in abstract work.

Problems:

Much work in one step problems.

Some work in two step problems.

3A.

Review work of 3B in counting, reading and writing of numbers.

Ruler work:

Work with inch, halves and quarters.

Denominate numbers:

Review work of 3B and teach dozens.

Combinations:

Continue work in all four processes.

Review tables taught so far and teach 6's and 7's.

Teach division facts also. Have answers written above, as:

$$\begin{array}{r}
 3 \\
 3 \overline{) 9}
 \end{array}
 \qquad
 \begin{array}{r}
 4 \\
 2 \overline{) 8}
 \end{array}
 \qquad
 \begin{array}{r}
 102 \\
 6 \overline{) 612}
 \end{array}
 \qquad
 \begin{array}{r}
 44 \\
 6 \overline{) 264}
 \end{array}
 \qquad
 \begin{array}{r}
 7-1 \\
 7 \overline{) 50}
 \end{array}
 \qquad
 \begin{array}{r}
 72-1 \\
 7 \overline{) 505}
 \end{array}$$

Use short division examples through dividends of three places, and divisors of places not to exceed those taught in tables thus far. Use dividends evenly divisible and also those such as to leave remainders. Multiplication of three place numbers by any one place multiplier coming within tables taught.

Terms:

Review and drill on 3B terms. Teach addends, minuend, subtrahend, difference, multiplicand, multiplier, product, dividend, divisor, quotient.

Drill:

Daily on abstract combinations. Keep speed records.

Problems:

Many, incorporating above facts. Use one step problems mainly. Use some two step problems.

III. METHOD AND PLANS:

IB ARITHMETIC LESSON PLAN.

Teacher Aim: To teach children to measure by inches.

Pupils' Aim: To be able to sell ribbon by the inch.

Preparation: Pass rulers showing one inch divisions, only. Also give each child long strip of paper colored if obtainable. Scissors, pencils.

Method: Point to 1—2—3—4—etc. Find the tiny line by 9— by 6— by 12— by 5. This line on the ruler marks on the ruler 1 inch. Teach word inch. Find 1— which means 1 inch—Go to board and draw one inch. Have different ones go to board until one inch length is in minds of every child. Now find 2 which means 2 inches or 2 one inches. Now go to board and draw line 2 inches long. Have some child go with ruler and test to see if the lines are true. Proceed through all numbers to 12. Now use the strip and teacher will buy from each child any strip of paper ribbon from 1 to 12 inches or children may buy from each other. The lengths of ribbon are to be remeasured by the buyer.

FIRST GRADE NUMBER DRILL LESSON PLAN.

Teacher's Aim:

To make the previously developed number facts

3	4	2	5	2	4
2	2	2	1	3	1
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

automatic through the preparation for and playing of a game.

Child's Aim:

To prepare for game and play it.

Preparation:

Brief plans for the playing of the game.

Presentation:

Children will look through number facts on the board, to see if there are any that may give them trouble in playing the game.

Brief drill on board and with flash cards.

Summary:

Game: Spin the Hoop.

FIRST GRADE NUMBER DRILL LESSON PLAN.

Topic: Drill on the Different Combinations of 6.

Teacher's Aim:

To have children "master" the combinations of 6.

Preparation:

Make flash cards of all the combinations of 6. Draw a race course on the board with room in the center for names of the winners.

Cut from magazines autos in action of racing. Paste autos on the race course one ahead of others.

Presentation:

Test two or three children at a time using flash cards. Those who say all the combinations are winners, who are riding in the first auto mobile. Those failing may have tire trouble, etc., and miss a turn to say the next card.

Summary:

Write names of winners within the circle of the race course. Give a few minutes drill individually for those who failed on any combination. If they continue to fail write the combinations and answers on board and play until they are memorized.

IDEAS FOR ARITHMETIC DRILL WORK IN FIRST GRADE.

Arithmetic is essentially a habit subject. Some children often show ability in other ways—but fall behind their classes in some of the automatic processes. For them it is desirable to fix facts through short, quick drills. To illustrate this type of lesson—

Type: Drill.

Topic: Count by one's.

Time: Four minutes.

Teacher's Aim:

To drill a selected group on the counting by one's to 10 or 12.

Child's Aim:

To count by one's faster so as to distribute materials more quickly.

Drill with Devices:

A child can count out a dozen erasers by one's. The teacher times him and records the score.

One child in group counts and the teacher writes the numbers in order on blackboard. A slow child reads the numbers and they are erased.

Repetition with Attention and Variation:

A child counts the children as they march.

A group of boys count 1, 2, 3, etc.

A group of girls count 1, 2, 3, etc.

A group of boys and a group of girls count alternately—girls (1)—boys (2)—girls (3), etc.

An individual counts—

Individuals count out a dozen and the teacher times them.

Their first score is compared with their second.

Have a number ring:

Each child has a card with a number on it that he has had.

The leader calls his number and suddenly changes to one he sees on the circle. Those who are caught stand in the center. Call the center a cave.

Children climb ladder by counting rounds to get to hay loft to get eggs. Count eggs in the nest. Count steps down the ladder to get down.

Arrange 6 chairs in a circle, ten in two long straight lines, five in a semicircle, ten in two semicircles like seat in a theater, arrange 12 chairs so they will look like seats in a car: fill them with passengers who have white dresses or black eyes or clean hands, or tan shoes.

Make a square of chairs four on a side, play this is a garden, one chair being the gate.

Make a triangle of nine chairs.

With blocks, make a railroad train—one engine, two coaches, two Pullmans, one mail train.

Make a railroad train with one engine, eight freight cars, two oil tank cars (spools), three coal cars, one caboose.

Make a parade (small blocks), twelve policemen, a bank of twenty men (ten in a line), a company of soldiers (eight in a line, five lines.)

Thus form, size and number are presented to the child in the guise of play.

The more capable children can supervise the efforts of slower ones, both benefiting by such contact.

Observation and counting go together—count the children—count the children wearing white shoes—laced shoes, etc.—hair ribbons: count the tables, chairs, doors, windows, window panes, electric lights, hands on the clock, etc.

Outside the room count the doors in the corridor; the steps leading to the school; the trees on the lawn; front doors seen on a walk; street cars, wagons, dogs, etc., etc.

Comparative size involves number; after such terms as small and large have been taught (by comparison of such things at hand, as blocks, spools, splints, dolls, etc.), with a unit as standard—the pupil can see that a child is four or five times as big as a doll, that one block is twice as big as another and can sense how many times taller his teacher is than he is.

For review work see who can count farthest correctly.

Recognition of figures in print and script.

Have the figures just studied mixed with those previously learned. See who can point to all the 3's, 4's, etc.

If figures are on cards—have a child bring you all the 4's, etc. Write the figures from 1 to 20 on the blackboard for the children who have trouble in counting backwards and erase one figure at a time, beginning with 20, and have them notice and tell each number as it is erased.

2B ARITHMETIC LESSON PLAN.

Time 15 minutes.

Aim:

To develop the table of 2's through $2 \times 5 = 10$.

Preparation:

Have inch squares, pegs, chalk, and any other material that can be used for counting.

Give a rapid two minute drill with flash cards, on which are such combinations as

2	3	1	4	5	7	6	9	8	10
2	3	1	4	5	7	6	9	8	10
—	—	—	—	—	—	—	—	—	—

Who can count by 2's to 10?

Some child counts 2, 4, 6, 8, 10.

Count these inch squares by 2's.

Another child lays the squares in five groups of two each and counts them.

Presentation:

If I take one of these piles, how many squares will I have? (Teacher picks up the first 2 squares.)

You have two of the squares.

(Teacher writes 2 on the board.)

If I take two of these twos, how many squares will I have?

(Teacher takes 1 more pile.)

You will have four squares.

(Teacher writes 2 twos on the board.)

(This is continued until all squares are taken up by twos, and the teacher has

2	2	2	2	2
—	2	2	2	2
	—	2	2	2
		—	2	2
			—	2
				—

written on the board.)

I should like to hear these said in this way:—1 two is two—2 twos are four, etc.

(Two or three children say them pointing to the board.)

If your Mother or Father started to say these they wouldn't say them as you have at all. They would say $2 \times 1 = 2$, $2 \times 2 = 4$, $2 \times 3 = 6$, $2 \times 4 = 8$, $2 \times 5 = 10$. Now what do you suppose they would mean by $2 \times 1 = 2$? (Teacher writes on the board 2 times 1 are 2.) Some child answers, "They mean 1 two is two."

What would they mean by 2 times 2 are 4?

Another child answers, "They mean that 2 twos added together equal 4."

(Continue this through 2 times 5 are 10.)

Show us with pegs that 2 times 3 are 6. Show us with chalk that 2 times 5 are ten, etc.

In response different children will show 6 pegs in 2 groups of 3 each, and 10 pieces of chalk in 2 groups of 5 each, etc.

You may read the table as it is on the board.

One child reads it aloud.

How many think they could say it without looking? You may try —.

One child turns his back and says it.

(If he hesitates the teacher supplies the answer.)

Two or three may be given a chance to say the table.

Summary:

How much does a stamp for a letter cost? Then how much does it cost to buy 2 stamps?

Some child answers, "It costs 4 cents because 2 times 2 are 4."

(If he answers, "because $2 + 2$ are 4"—ask if any one has learned a new way to say it.)

My pencil cost three cents. How much would 2 pencils have cost?

Some child answers, "Two pencils would cost six cents because $2 \times 3 = 6$."

Give much drill upon the facts

$2 \times 3 = 6$ $3 \times 2 = 6$ as isolated facts and drill also upon these facts in the regular table series.

2B GRADE ARITHMETIC LESSON PLAN.

Aim:

To teach the combination of a certain number.

Preparation:

Material—reels (inch squares of cardboard).

Presentation:

In presenting the number facts of any number taking eight for example, I would at first show the children different things in groups of eight such as eight red chairs, eight books or eight children. I would then divide a group of eight into two groups one group consisting of one, the other of seven showing that one and seven are eight or seven and one are eight; then again into two groups, one group consisting of two the other six showing that two and six are eight, and six and two are eight; then into groups consisting of three and five, then four and four showing one-half of eight.

After the children have the right concept of the number eight, I have them put their heads down on their desks and pass number squares to each child, giving each child a different number of squares less than eight. Then I have the children wake up telling them they should have eight squares, then each one tells how many more squares he needs to make eight. This is his number story. He says "I have six squares. I need two more squares to make eight." As he says his story I write it on the blackboard so that he can see it plainly. Then he runs to the box of squares and gets the number of squares that he needs. He keeps the squares I gave to him while asleep on the left hand corner of his desk and puts the squares which he runs up for in the right hand corner.

Summary:

After all the children have told their stories, I have them go to sleep again and I erase one number of each ones number story such as erasing the 2 of the story 6. Then the

$$\begin{array}{r} 6 \\ +2 \\ \hline 8 \end{array}$$

children wake up, run to the board and put in their missing number. The next time they go to sleep I would erase the top number of their stories. And the next time would give them another child's story to complete.

2A GRADE ARITHMETIC LESSON PLAN.

Aim:

To teach the calendar for the month.

Preparation:

The reading of numbers; the arrangement of the numbers on the page; the names of the months; the days of the week; the numbers of days in a week; the number of days in a month; the number of months in a year.

Material:

The calendar page.

Setting:

The use of a calendar; why we have them; how many have them in the home.

Presentation:

What is this? What does it show? What year is this? Where is it shown? What is the name of the first month of the year? January was named from a man named Janus who was said to have two faces, one looking forward, the other backward, just as January, the first month

of the year looks forward to the new year and backward to the old. How many days in January? Do all months have 31 days? How many days in a week? What is the first day of the week? How is it shown on the calendar? Where do we always find Sunday? Monday? Tuesday? Wednesday? Thursday? Friday? Saturday? On what day of the week did the first day of January come?

Summary:

Count by 7's beginning with 1. What date is the first Sunday? The second? The third? The fourth? The fifth? Count by 7's beginning with 2. If we know what date the first Monday comes how can we tell the date of the second? Of the third? Of the fourth? Of the fifth? How many Mondays in January? Count by 7's beginning with 3. What dates in January will be Tuesdays? How many will there be? What will be the date of the last Tuesday in January?

What is the date of the first Wednesday?

Count by 7's beginning with 4.

What will be the dates of the Wednesdays?

How many will there be?

Count by 7's beginning with 5.

What are the dates of the Thursdays?

Count by 7's beginning with 6.

What are the dates of the Fridays in January, 1922.

Count by 7's beginning with 7.

What dates will be Saturdays?

Every day we will drill on reading the calendar until we all know it.

Sometime soon I'll call on you to count by 7's, so practice at home.

SECOND GRADE ARITHMETIC PLAN.

Aim:

1. To teach the telling of time.
 - a. Even time.

Preparation:

1. From old to new. Reading of numbers on clock. Definitely locate 12, 6, 3, 9. Comparison of Roman and Arabic numerals.
2. Material. Clock face.
3. Setting. Discussion of time pieces at home—school. How many have watches? Who can use them?

Presentation:

1. Matter. How many hands has the clock? What is the difference between them? Does any one know their names? When long hand is on twelve, it is always an even hour.
2. Method. Putting of long hand on 12, and short hand on 3, for example. Tell children it is now 3 o'clock. Move short hand to another number. Ask time of one child. Move short hand to various numbers and insist on quick answers. Move hands, then ask child to make the clock say 4 o'clock, 8 o'clock, etc. Each child must change the hands when he finishes, so the newcomer will have to do all the placing of the hands.

Summary:

1. Devices and Drills. Quick reading of numbers. Let child be teacher and point to various numbers. Draw clocks at seats, teacher writing on board time to be shown. Reading of school room clock at even hours during day. Encourage children to tell time at home.
2. Application. Telling time at home and school.

SECOND GRADE ARITHMETIC PLAN.

Aim:

To teach multiplication by one number.

Preparation:

Review the tables with flash cards. Shorter way than addition:

$$\begin{array}{r} 2 \\ 2 \\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

Presentation:

Here is a quick way to find out.

To multiply 23 by 2 we write the numbers like this:

$$\begin{array}{r} \text{Multiplicand} \quad 23 \\ \text{Multiplier} \quad \times 2 \\ \hline \text{Product} \quad 46 \end{array}$$

We see that $2 \times 3 = 6$. We write 6 below the line, under the 2, in the ones column. Then 2 times 2 ten = 4 tens and we write 4 in the tens place. We read the answer as forty-six. Twenty-three multiplied by two gives a product of forty-six.

Summary:

If you have 22 marbles and Will has twice as many, how many marbles has Will

$$\begin{array}{r} 22 \\ \times 2 \\ \hline \end{array}$$

Multiply the following:

$$\begin{array}{r} 24 \\ 2 \\ \hline \end{array} \quad \begin{array}{r} 21 \\ 2 \\ \hline \end{array} \quad \begin{array}{r} 32 \\ 2 \\ \hline \end{array} \quad \begin{array}{r} 51 \\ 2 \\ \hline \end{array} \quad \begin{array}{r} 213 \\ 2 \\ \hline \end{array}$$

THIRD GRADE ARITHMETIC PLAN.

Aim:

To teach carrying of one number.

Preparation:

Review writing and reading of numbers, tens and units.

Presentation:

Suppose that Jane goes to the store and buys fruit for 46¢ and some eggs for 37¢. How much money must she pay?

7 units and 6 units—13 units, 1 ten and 3 units.

We write 3 in units column and add 1 to the tens.

Then $1 + 3 + 4 = 8$, we write 8 in the tens' column

$$\begin{array}{r} 46\text{¢} \\ 37\text{¢} \\ \hline 83\text{¢} \end{array}$$

The sum is 83, so Jane must pay 83¢ in all.

Jack has 24 marbles in one bag, 38 marbles in another bag. How many marbles has he?

In one class there are 35 boys and 27 girls. How many pupils are there in the class?

Mr. Drew has 37 cows in his pasture. If he drives in 18 more, how many cows will there be in the pasture?

Summary:

Add the following examples:

24	94	27	48	49	46
36	27	33	26	23	37
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

THIRD GRADE ARITHMETIC PLAN.

Aim:

To teach subtraction involving "borrowing."

Preparation:

The terms tens and units have been explained to the children in previous lessons.

Presentation:

82=8 tens 2 units
59=5 tens 9 units

We cannot take 9 units from 2 so we take one ten from the 8 tens which leaves that 7 tens. (At this time it is well to bring in the illustration that in case we want pennies and have only dimes we can change a dime into pennies.)

There are ten units in one ten. We have 2 units, so we add 2 units and 10 and we have 12 units. 9 units from 12 units are 3 units. 5 tens from 7 tens are 2 tens. 2 tens and 3 units are 23.

Summary:

Subtract these examples:

36	51	34	82	64	85
18	16	17	27	15	29
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

I would let each child see if he can work one problem without help (Teacher helps if children need it.)

IV. TESTS:

FIRST GRADE.

- Write the following dictated numbers,
2, 5, 7, 8, 13, 16, 19, 20, 11, 24.
- Draw lines the following lengths:
4 inches
8 inches
3 inches

3. Add:

3	5	1	3	2
2	1	4	3	4
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

4. Subtract:

6	4	5	6	2
2	1	3	3	1
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

5. Mary had 4 jacks.

Ruth had 2 jacks.

Both had ? jacks.

2B GRADE.

1. A stamp costs 2¢. Four stamps will cost —¢.
2. Mary paid 7 cents for a ball. She paid 4 cents for candy. Together she paid — cents.
3. John had 12 cents. He spent 5 cents. He had — cents left.
4. I have 8 pencils. I shall give you half of them. You will then have — pencils.
5. Two quarts of milk are equal to — pints of milk.

Add:

$\begin{array}{r} 3 \\ 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 4 \\ \hline \end{array}$
---	---	---	---	---	---	---	---

$3+4=?$

$9+2=?$

$7+1=?$

$6+6=?$

Subtract:

$\begin{array}{r} 4 \\ 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 3 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ 3 \\ \hline \end{array}$
---	---	--	---	---	---	--

$10-5=?$

$9-8=?$

$7-7=?$

$4-1=?$

2A GRADE.

1. How many dimes is a dollar worth?
2. John has 13 marbles and William had 24. Together they have — marbles.
3. Mary had 18 pennies. She lost 7 of them. How many did she have left?
4. My pencil cost 2 cents. How much would 8 pencils cost?
5. Write these numbers:—seventeen, forty-one, twenty-five, eighty-four, and one hundred.

Add:

$\begin{array}{r} 6 \\ 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 0 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ 4 \\ \hline \end{array}$
---	---	---	---

$\begin{array}{r} 3 \\ 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ 9 \\ \hline \end{array}$
---	---	---	---

$7+7=$

$4+3+2=$

Subtract:

$\begin{array}{r} 8 \\ 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 4 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ 5 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ 7 \\ \hline \end{array}$
---	---	--	--

$5-2=$

$15-5=$

(This test is to be written on cardboard by the teacher with spaces cut for answers. Children will place cardboard on a tablet sheet and record answers only. All the time is then used for thinking and recording the answers.)

3B GRADE.

1. Add: one hundred twenty-four, three hundred sixty-five, and four hundred.

Find the sum:	74 ft.	736 yd.
	53	158
	21	472
	<hr/>	<hr/>

2. Find the difference:

74	86	50	92
26	18	48	39
<hr/>	<hr/>	<hr/>	<hr/>

3. Subtract 234 from 796. Prove your work.

4. Mr. Jones had 500 sheep. He sold 155 of them. How many did he have left?

5. Multiply 503 by 3.

6.	679	456	356	987
	3	4	5	22
	<hr/>	<hr/>	<hr/>	<hr/>

7. It is 185 miles to Chicago. The railroad fare is 3 cents a mile. How much will you pay for a ticket to Chicago?

8. A milk man had 69 quarts of milk. He put it into pint bottles. How many bottles did he use?

9. Find the cost of a doll for \$4.38, a doll buggy for \$3.45 and a set of toy dishes for \$2.38.

10. Charles' father has 7 rows of tomato plants in his garden. There are 15 plants in a row. How many in all?

The frost kills 58 of them. How many are left?

3B GRADE.

Multiply:

9	4	2	4	5	4	9	4	5	7
5	0	9	7	6	1	5	8	2	0
7	0	3	4	2	4	3	7	4	9
4	5	3	1	8	3	8	1	4	3
2	5	6	2	7	2	7	0	4	5
2	3	4	3	5	9	3	2	9	5
6	0	3	1	6	1	4	0	5	3
3	0	4	7	2	4	5	3	1	2
7	2	3	4	0	7	1	7	6	5
3	4	5	6	2	2	9	2	3	4

3B OR 3A GRADE.

Add:

5	4	1	4	6	0	6	3	1	2	3	9	7
1	4	3	2	6	1	9	8	5	4	0	6	7
8	1	8	2	9	2	0	4	3	2	7	8	0
0	6	9	7	9	3	5	7	1	5	6	1	7
2	3	7	4	0	1	5	7	8	9	6	2	3
9	5	9	6	8	4	8	2	3	0	5	8	4
5	8	7	4	9	4	2	6	7	5	4	0	9
1	6	1	0	3	3	2	0	8	2	9	0	1
4	0	9	6	2	8	4	3	5	7	1	6	9
5	6	1	3	1	3	8	3	9	4	0	2	8

Subtract:

$$\begin{array}{r} 4 \quad 9 \quad 12 \quad 11 \quad 9 \quad 7 \quad 8 \quad 5 \quad 8 \quad 12 \\ 3 \quad 7 \quad 3 \quad 6 \quad 9 \quad 3 \quad 0 \quad 1 \quad 1 \quad 6 \end{array}$$

$$\begin{array}{r} 13 \quad 1 \quad 11 \quad 6 \quad 15 \quad 12 \quad 10 \quad 11 \quad 10 \quad 12 \\ 8 \quad 0 \quad 9 \quad 0 \quad 8 \quad 4 \quad 9 \quad 7 \quad 2 \quad 7 \end{array}$$

$$\begin{array}{r} 8 \quad 6 \quad 15 \quad 8 \quad 1 \quad 9 \quad 3 \quad 13 \quad 7 \quad 4 \\ 3 \quad 4 \quad 9 \quad 6 \quad 1 \quad 4 \quad 2 \quad 5 \quad 5 \quad 4 \end{array}$$

$$\begin{array}{r} 2 \quad 10 \quad 13 \quad 10 \quad 5 \quad 6 \quad 17 \quad 4 \quad 11 \quad 10 \\ 1 \quad 7 \quad 7 \quad 1 \quad 5 \quad 3 \quad 9 \quad 2 \quad 8 \quad 5 \end{array}$$

$$\begin{array}{r} 11 \quad 16 \quad 7 \quad 5 \quad 12 \quad 5 \quad 15 \quad 16 \quad 8 \quad 9 \\ 4 \quad 7 \quad 0 \quad 3 \quad 9 \quad 0 \quad 6 \quad 8 \quad 5 \quad 1 \end{array}$$

Multiply:

$$\begin{array}{r} 9 \quad 4 \quad 2 \quad 4 \quad 8 \quad 4 \quad 3 \quad 7 \quad 5 \quad 4 \\ 5 \quad 0 \quad 9 \quad 7 \quad 6 \quad 1 \quad 9 \quad 7 \quad 6 \quad 1 \end{array}$$

$$\begin{array}{r} 9 \quad 7 \quad 5 \quad 0 \quad 9 \quad 4 \quad 6 \quad 9 \quad 8 \quad 4 \\ 8 \quad 6 \quad 2 \quad 7 \quad 5 \quad 8 \quad 5 \quad 6 \quad 8 \quad 3 \end{array}$$

$$\begin{array}{r} 0 \quad 3 \quad 4 \quad 2 \quad 7 \quad 4 \quad 9 \quad 8 \quad 6 \quad 4 \\ 5 \quad 3 \quad 1 \quad 8 \quad 1 \quad 4 \quad 3 \quad 7 \quad 3 \quad 4 \end{array}$$

$$\begin{array}{r} 9 \quad 7 \quad 3 \quad 2 \quad 5 \quad 6 \quad 2 \quad 7 \quad 2 \quad 8 \\ 3 \quad 1 \quad 8 \quad 2 \quad 3 \quad 4 \quad 3 \quad 5 \quad 9 \quad 9 \end{array}$$

$$\begin{array}{r} 7 \quad 5 \quad 3 \quad 1 \quad 0 \quad 4 \quad 2 \quad 3 \quad 6 \quad 8 \\ 3 \quad 1 \quad 2 \quad 8 \quad 3 \quad 5 \quad 2 \quad 5 \quad 1 \quad 3 \end{array}$$

Divide:

$$\begin{array}{l} 3 \overline{) 21} \quad 7 \overline{) 28} \quad 6 \overline{) 36} \quad 3 \overline{) 9} \quad 6 \overline{) 48} \quad 1 \overline{) 1} \quad 5 \overline{) 10} \end{array}$$

$$\begin{array}{l} 8 \overline{) 32} \quad 2 \overline{) 10} \quad 1 \overline{) 3} \quad 5 \overline{) 0} \quad 6 \overline{) 42} \quad 3 \overline{) 0} \quad 4 \overline{) 4} \end{array}$$

$$\begin{array}{l} 3 \overline{) 15} \quad 3 \overline{) 21} \quad 3 \overline{) 0} \quad 3 \overline{) 24} \quad 2 \overline{) 8} \quad 7 \overline{) 42} \quad 1 \overline{) 8} \end{array}$$

$$\begin{array}{l} 1 \overline{) 1} \quad 5 \overline{) 30} \quad 6 \overline{) 6} \quad 9 \overline{) 63} \quad 2 \overline{) 6} \quad 4 \overline{) 24} \quad 6 \overline{) 0} \end{array}$$

$$\begin{array}{l} 3 \overline{) 27} \quad 6 \overline{) 18} \quad 2 \overline{) 4} \quad 3 \overline{) 6} \quad 4 \overline{) 20} \quad 7 \overline{) 7} \quad 4 \overline{) 16} \end{array}$$

$$\begin{array}{l} 3 \overline{) 29} \quad 6 \overline{) 15} \quad 7 \overline{) 43} \quad 4 \overline{) 9} \quad 2 \overline{) 87} \quad 5 \overline{) 59} \end{array}$$

3A GRADE.

1. Add: one thousand five hundred seventy-four, seven hundred twenty-two and five hundred four.

Find the sum.

\$1.25	549	806
3.28	129	190
4.35	769	707

2. Subtract and prove:

500	846	804	723
127	241	139	496

3. Divide:

$$4 \overline{) 369}$$

$$7 \overline{) 721}$$

$$6 \overline{) 360}$$

$$4 \overline{) 408}$$

4. The multiplicand is 456, the multiplier 6. What is the product?
5. The minuend is 913, the subtrahend 268, find the difference.
6. Find the quotient, when the dividend is 963, and the divisor 3.
7. Divide three dozen marbles equally among four boys. How many will each boy get?
8. Mary earned 25¢ one day and 17¢ another day. How much did she earn.
She put one-half of this money in the bank. How much did she put in the bank?
9. A farmer raised 624 chickens. He sold $\frac{1}{3}$ of them. How many did he sell? How many did he have left?
10. A boys' base ball team spent \$1.60 for baseball bats, \$.25 for base balls and \$2.75 for catchers' gloves. What was the total cost?

V. REFERENCES:

A. FOR TEACHERS.

Number by Development—John C. Gray—J. B. Lippincott Co.
 Efficiency Arithmetic (Primary Arithmetic) 1920 Edition—Chadsey-Smith—Atkinson, Mentzer Co., Chicago.
 New Stone-Millis Primary Arithmetic—Stone-Millis—Benj. H. Sanborn & Co., Chicago.
 Teaching of Arithmetic—Smith.
 Special Method in Number—McMurry.
 Psychology of Number—McClelland and Dewey.
 Primary Arithmetic—Hamilton.

B. FOR CHILDREN.

The Arithmetic Primer—Hall.
 Stone-Millis Arithmetic—Primary Book I and II.
 Hoyt and Peet—First Year in Number.
 First Journey in Numberland—Harris-Waldo.

C. REFERENCE PAGES FROM ARITHMETIC BOOKS FOR 3D GRADE.

Thorndike—Book I.

- Page 12—"which costs more?"
 17—Division.
 21—Addition.
 22—Example 38—Addition.
 23—Example 40—Addition.
 24—Subtraction.
 30—31—"The ten cent store."
 34—"The Bicycle."
 39—"Christmas presents"—Addition and Subtraction.
 42—Playing store—(Addition and Subtraction.)
 45—"Saving"—Subtraction.
 47—"What change should I receive?"
 54—*Drill*.
 55—"For a party."
 58—"How much more."
 60—61—"4¢ marked down from 5¢."
 66—"Boy Scouts."
 67—70—72—84—85—91—93—123.

Wentworth-Smith—Book 1.

- Page 13—"Climbing the Ladder"—Subtraction.
 21—"Playing store." Make problems from Problem 5.
 36—Addition and Subtraction—make up from Problem 9.
 41—"The Half of Anything."
 46—"The Dozen."
 49—"The Store."
 61—Addition.
 82—87—Division "At the store."
 2's—3's—4's—5's.
 Multiplication problems similar to these of the
 2's—3's—4's—5's.
 105—"Playing store."
 106—107—Problems similar to these of 2's—3's—4's—5's.
 Pages 118, 121, 122, 123, 129, 130, 131, 132, 137.

Hamilton Primary Arithmetic.

- Page 27—"The Clock."
 28—"At the store."
 30—31—Addition.
 33—Subtraction.
 34—Mixed.
 35—36—Multiplication.
 38—"Making change."
 44—46—Addition.
 49—50—Subtraction.
 52—53—Problems on page 53—(5 to 9).
 54—Addition and subtraction similar to.
 56—Multiplication of 3's.
 57—Multiplication "at the store."
 58—59—Multiplication of 4's.
 60—"The laundry."
 61—62—Division similar to
 67—Addition and subtraction of money.
 69—Multiplication of 5's.
 70—Multiplication *drill*.
 Mixed 2's, 3's, 4's, 5's.
 107—Similar to
 124—The clock
 125—The calendar—(Make problem similar using 2's, 3's,
 4's, 5's.)

Wentworth Oral Arithmetic.

Used as written work first—later used for drill.

- Page 10—Making change from \$1.00, subtraction.
 12—Change from \$2.00, subtraction.
 Change from \$3.00, subtraction.
 Change from \$5.00, subtraction.
 Problems changed so Addition problems are made to
 use \$2.00, \$3.00, \$5.00.
 13—Multiplication.
 14—Suitable problem made from these of 2's, 3's, 4's, 5's in
 multiplication.
 18—"At the store."
 19—Dividing by 2 at the store.
 56—57—58—Addition.
 59—62—Subtraction.
 66—"Find the cost" problems similar to.

Hall Primary Arithmetic.

- Page 92—93—Multiplication.
 103—Multiplication problems similar to these.

Sensenig and Anderson Arithmetic.

Oral thought problems.

Pages 23—27—Similar to these in subtraction.

Written—

Page 34—38—39—Similar to.

in addition and subtraction

44—subtraction (similar to).

56—57—Multiplication and division.

61—Multiplication similar to

62—63—Similar to.

Southworth-Stone Arithmetic Book I.

Pages 2—8—Addition later used for drill.

11—Subtraction.

16—Written problems

and similar to

19—Subtraction and similar to

Appleton Primary Arithmetic.

Pages 22—Multiplication.

53—55—Addition.

58—59—61—Subtraction.

114—115—116—Mixed of addition and subtraction, multiplication and division.

125—126—Addition.

VI. DEVICES:

A. FLASH CARDS.

1. Prepare cards with several combinations on each. Distribute these cards to the class and test pupils on their ability to give correctly and quickly all the sums called for on the cards. Vary the exercise by allowing the children to keep the cards when they are correctly given. Race to see which child holds the largest number of cards at the close of the exercise.
2. Use the perception cards which contain a single number. Place a number on the board. The number on the card is to be added to the number on the board. This number is constant while the cards are continually changing. If a child hesitates in giving the answers the teacher says "Class," and the class responds.
3. Distribute perception cards among the children. Name a number such as 10; and those having cards whose sum is 10, go forward and place the cards on the blackboard ledge. Then another number is named, and the game continues as before.
4. Children form a circle. Teacher holds up a card having two numbers on it and places the sign to be used on the board. Each child is given an opportunity to give a result. If a child gives an incorrect answer, he must go into the center of the circle. Then if he can answer before the one whose turn it is next, he may take his place.
5. Cards placed on chalk tray. Call answers, children take cards. One, getting the most cards, wins.
6. Moving pictures. Teacher keeps changing cards,—class or one child gives correct answers. Go around the class—child missing gets his card to study.
7. Post office. Postmaster holds up cards. If child answers correctly he gets the card. See who can get the most letters (cards).

8. Divide pack among children. They recite in turn. Keep score. One who has best score wins.
9. I Spy. Place a number of cards on chalk ledge. Choose four children, one to keep score, one to call, the other two to race. The caller says, "I spy 24." Contestant who first sees and takes card " 4×6 " scores for his side.
10. Family groups. Each child has a card with a single number. Teacher writes the answer to a combination on the board and asks "all pairs of children of this family" to come to the front. If 15 is written, 6 must look for 9, 8 for 7, etc.
11. Addition. Have cards $3" \times 1"$, with numbers. Give one to each pupil. Choose a number to add to each number on the card, as 6. Call upon a child. He reads from his card, "8 and 6 are 14," etc. When he finishes, any who heard a mistake raises his hand. After mistakes, if any, are corrected, another child reads from his card. If no mistake is heard, the pupil scores for his side.
12. Number combination cards on blackboard ledge. A child comes and writes correct answers above the cards. Take up cards, pass to the children; each must then put his back in right place.
13. Missing numbers. A child is given cards with combinations. He stands in front of children so they cannot see the numbers on the cards. Looks at a card and says, "I am looking at two numbers that make 9. One is 3; what is the other?" Any child who guesses correctly three times in succession may take his place.

B. BLACKBOARD.

1. Going to market. Sketch on board a school and a market and road or street between. Write combinations in addition, subtraction, multiplication and division along the road. Children recite—
 "To market, to market,
 To buy a plum bun."
 One pupil at a time "goes to market" reciting given combinations as he comes to them. If he fails on one, he returns home or is "out" and some one else tries.
2. Crack a peanut. Write combinations like the following on the board. Draw a line around each to represent a peanut. One who tells most combinations, cracks the most peanuts.
3. Climb a tree and gather apples. Draw a tree on the board with apples on it. On each apple is a combination. Draw a ladder from the ground to the tree top. Have combinations on the rounds. See who can climb the ladder and pick apples by naming combinations on rounds and apples.
4. Write a combination on the board. Let the class see it. Erase the number, call for result. Score may be kept by rows, or by individuals if the class is small.
5. Tell the class to add a certain number, say 3 to any number you write on the board. Erase the number, call for result. Work for speed.
6. Have children walk across a pond on stones drawn on the board. Upon the stones write a number of combinations. If a child gives results he has crossed the pond. If he makes an error, he has fallen into the water.
7. Draw a picture of a wagon on the blackboard. Fill the wagon with bales of hay, or cakes of ice, or something else familiar to the children. Write a number combination on each bale. Ask children to help pull the load. Perhaps one horse can

pull it and perhaps a team will be necessary. If one child can name all the combinations correctly, (he) the horse has drawn the load.

8. Similar games are packing a lunch basket for a picnic, packing a trunk to go away, picking apples from a tree, etc.
9. Have a list of combinations on the board. Teacher calls an answer, child points to a combination corresponding to this answer. Again let a child point to all of the combinations in the list that have this answer.
10. Have a list of combinations on the board. Child points and calls on one pupil for three answers in succession. If the child names all correctly, he takes his turn pointing and calling.
11. Take a trip in an airship. Combinations are written on the board and the child guides the airship by naming the answer. If he hesitates, something is wrong with the machinery, and the ship begins slowly to descend. If he manages to give the result before it reaches the ground, he continues to run the machine, otherwise another guide is chosen.
12. Write a variety of division, multiplication, subtraction, and addition combinations on the board in different colored chalks. Give each child who is to take part in the race a different color of chalk. The children go to the board and write answers to as many as possible of the combinations written. When all have been answered they are looked over to see who got the most correct ones. For example, James might have the red chalk. Then we know that all the combinations answered in red were answered by James. The red ones are counted, the incorrect ones discarded, and his score put down. Then another color is taken up and so on.
13. Numbers may be written on the board in any order, as: 3, 6, 8, 4, 7, 8, 4, 3, 2, etc. The class is told to add a certain number to each of these, as 2. The teacher points to a number and the result is given. The room may be divided into sides and the score kept by giving a mark to the side from which the first answer comes each time.
14. Hide and Seek (Smith). The teacher places on the board statements like the following, with one number hidden: 3 plus? equals 7; $5 + ? = 9$. In making the full statement the pupil gets a good deal of training in repetition of number forms.
15. Race. Write about 20 examples on the board. Two pupils at signal begin writing answers. The one who has the most wins.
16. Relay. Divide the room into two sides. Write two rows of combinations on the board. The first child from each side runs up and puts in the answer to the first one, runs back and touches the next child, etc. The side which finishes first, wins.
17. Follow the leader. Children at the board give each player a number. Another child calls: add 2, each player makes his number 2 more, multiply by 3, etc. If a player makes a mistake leader tells him to be seated. If leader doesn't notice mistake and some one sitting does, he becomes leader.
18. Race. Children from two sides go to the board, write any given table in order. When through, face the front, if all are correct child erases and takes his seat. Any fact missed must be correctly written three times and then entire table rewritten. The first to finish scores for his side and the side which finishes first, scores.
19. Race. Children from two sides go to board. Teacher dictates several combinations or examples. Each child puts in the

answers as quickly as possible and runs to his seat. The first to finish scores for his side. The side to finish first, scores also.

20. Hide and seek. Combinations placed on the blackboard with parts missing as $14+3=x$, $7+x=14$, etc. In giving missing number, child may repeat combination or give missing numbers only.
21. Running a race. Have two columns of figures as:

9	15
3	12
12	3
15 etc.	9 etc.

If drill is on table of three's, teacher may call: three 3's, five 3's, etc. Have two children, each with a pointer in hand, to run the race and check in either of two ways:

- The teacher calls the combination and each child finds the answer in his column. The one who finds it first, stays, the other takes his seat and another takes his place. See how long child can stay at the board.
 - Use a score board and put a check by the one who finds it first. At the end of a given time, count the checks and the one who has the most, wins.
22. Climb the telephone or flag pole. Have either facts or answers written on either side of pole. Children climb the pole by giving answers or facts. The one who reaches the top without falling. (one who gives all correctly) may have his initials put in flag. Poles joined by wires may be used and messages sent from one to another. This provides room for more facts.
23. Climbing the ladder. Have combinations written on rounds of ladder, drawn on the board. The object is to climb the ladder without falling (missing a fact), and have initials put at top. Some may climb the ladder and come down again.
24. Throwing the Beanbag. Have a large plat, with combinations, drawn on board. One child is chosen to stand by the board to throw the beanbag. He throws the bag to another child, who throws it at the board, saying the answer to the combination he hits and catching the bag. If he gives the correct answer, he may have three throws. The one who stands by the board must know all combinations.
25. The Merry-go-round. Make the Merry-go-round go by naming all the words. Initials may be put in the center.
26. Going on a Journey. Have a railroad track with combinations or answers on board. Designate each end as a city and take a journey from one to the other, by giving the answers.
27. Chute the Chutes. Have a chute with combinations or numbers to be multiplied on board. Object is to climb to top and go down the chutes, by giving correct answers.
28. Croquet. Draw a croquet plat on board with combinations or numbers to be multiplied in arches. Object is to go from one arch to another as in a croquet game.
29. Climbing the stairs. Have a stairway with combinations drawn on board. Object is to climb to top of the stairway.
30. Stepping Stones across a brook. Have stones in a brook drawn on the board. Object is to get across the brook without getting feet wet, missing a number. A shore line can also be drawn and those who get across safely can have their initials on the opposite shore.

C. GAMES.

COUNTING AND DRILL WORK.

Finger plays (used in the very early stages of counting).

1. Here is the bee hive
Where are the bees?
Hidden away
Where nobody sees.
Soon they come creeping
Out of the hive,
One, two, three, four, five.
(The closed hand is the bee hive.)
2. Five little children sliding on the floor
One tumbled down and then there were four.
Four little children sliding so free
One tumbled down and then there were three.
Three little children sliding towards you
One tumbled down and then there were two.
Two little children sliding for fun
One tumbled down and then there was one.
One little child sliding all alone
He tumbled down and then there was none.
3. One, two, three, four, five.
I caught a hare alive.
Six, seven, eight, nine, ten.
I let him go again.
4. Children are asked to skip a certain number of times. Each skip is counted. Same may be done with hopping, jumping, clapping hands, or tapping on desks.
5. Teacher taps on board or table or floor with pointer. Children listen and count.
6. Number touch. (Smith.) Ask a child to close his eyes, then touch his hand a certain number of times and have him state the number. Children may try this with one another.
7. Play the blackboard is the sky. Draw stars on it. Play it is twilight and the stars are just beginning to show. Children count silently and then tell how many there are. Count in unison.
8. Teacher places squares of paper of one color in various places in the room. Children count silently and then tell how many they have found. Children who find all, win. If desired to continue this, children close eyes, while teacher changes location of some of the papers, and adds more or takes away some.
9. Catch and Say. Teacher provides bean bag or a ball. Children form a circle with one child in the center. Player in center tosses bag or ball to some one in the circle and as he does so, he gives a number combination either in addition or multiplication. Player to whom bag or ball is tossed must toss it back giving answer to combination. If he makes a mistake, or doesn't give answer instantly he must go in center, or he may have to take his seat and the leader in center exchanges places with some one in circle.
10. Pitcher gives out combination; as: 6×7 .
Batter gives results first, if possible, and runs to 1st base.
If catcher gives result first, call it a strike.
Three strikes and the player is out.
If other basemen give result first the man on the base is out.
Umpire keeps the score and watches for mistakes.

11. Fox and Geese. Divide the class into foxes and geese, giving each a certain amount of space. The geese fly over into the foxes territory and if a goose is caught she must answer a combination given her by the fox. If she answers correctly she goes free; if not she must be a fox. Foxes may visit the home of the geese and take away all who can not answer the combination given them.
12. Witches' Circle. One child is the witch. All the children run across a line. If the witch catches one she is placed in a circle containing a number of combinations. If she can answer all the combinations correctly she goes free. If not, she must stay in the witches' den.
13. Squat Tag. Pin a number on each child. One child is chosen "it." He chases the other children. To prevent being caught the one being chased squats down and at the same time gives the sum (or product) of the number pinned on "it" and his own. If incorrect, he may be caught and has to be "it."
14. Grunt. Pin a visible number on each player. Have one player blind folded with remainder forming a circle around him. The one in the center is given a pointer. Those forming the circle march around until the one in the center taps the floor with the pointer. Then all stop. The one in the center then touches some one with the pointer. The one touched takes hold of the other end of the pointer and gives the sum of his number and the one in the center. The one blindfolded tells the number of the one touched by subtracting his own from the given sum. If correct the one who is touched is blindfolded and the game goes on.
15. "I'm thinking of a number." Let one child stand before the class and think of a number, say between 1 and 12. The other children try to guess it by asking questions, as: "Are you thinking of $2+4$?" He answers, "I am not thinking of 6." When the correct answer is guessed, he says: "Yes, it is 7" (or whatever the number may be). The child who guesses the correct number has the next turn.
16. Let the children form a circle. Each child is given a number. The teacher stands outside the circle with a large rubber ball. She gives a combination, as $2+4$, and tosses the ball into the center of the circle. The child whose number is six is to catch the ball, give the sum, and toss the ball to the teacher. No one but the child whose number is called is to touch the ball. If a child fails to respond to his number, he goes to the center until he has a chance to redeem himself.
17. Bird Catcher. (Smith.) Arrange the children in a circle, assigning a number to each. Let one child stand at the center and ask the results within the numbers assigned. For example: "How many roses are six roses and three roses?" The child having the number 9 holds up his hand and announces the number. He has caught the bird.
18. Bean Bag Drill. The class lines up in the front of the room. The teacher takes a bean bag and throws it to one of the children, at the same time stating an example that can easily be solved mentally. The child to whom the bag has been thrown throws it back giving the answer. This should be carried on rapidly. This drill may be used in addition, subtraction, multiplication or division.
19. Tug of War. The class may be arranged in two equal groups for a tug of war, each group having a captain. The captains may give combinations to the other side, such as 2 times 3, 3 times 1, 3 times 3, and so on, the pupils being seated as they fail.

20. Number race. Have cards with number combinations. Place an equal number of cards on the front seats of each of two rows taking part in the contest. Give signal, children in the front seats pick up a card, skip to the blackboard, copy, examples, find answers, return to seats. As soon as first child is seated, the one back of him does the same. The row finishing first wins.
21. "I need." Have a set of cards 2×3 ". Print numbers as high as 10, one on a card, and about a dozen of each number. Have class around a table. Give each child six or eight cards and have him lay the pack face down before him. In the center of the table, have the rest of the cards, lying face up. If drill is on combinations of 10, one child picking up the top card of his pack says, "I have 6, I need 4. $6+4=10$." As he says this, he picks a 4 from the center of the table and lays both the 6 and 4 in a pile at the side of his pack. Take turns around the class. When a child is not able to give the combination quickly, teacher indicates some other child who is ready, and he gets the cards. At the end of the game, children count cards to see who has the most.
22. Morra. Group stands in a circle. Give signal. Each child extends all or any number of his fingers. An estimate made of the total number, all are added to see who is the nearest right.
23. Bowling game. Have a soft rubber ball and a set of cards 5×12 " upon which number combinations have been printed. Place cards in a row on floor, against the wall. Have class stand facing the cards at a distance of about 8 feet. One child steps forward, rolls ball, which knocks down a card or possibly 2 or 3, his score being the number of cards, he knocks down providing he can give results immediately. Continue this around class as long as drill is desired. As an incentive, score books may be made, and the score kept from day to day, the child having the most points at the end of the week being declared the winner.
24. Number game. Write numbers from 1 to 12, in mixed order in a circle on the floor. Child bounces a soft rubber ball at any number. If the drill is on 4's, he gives the product of the number hit and 4. He may continue until he makes a mistake or finishes circle. To vary the game, products may be written and the multiples given. This game may also be used for addition and subtraction.
25. Choose sides and give answers to multiplication tables as in a spelling contest.
26. Bean bag. Throw bag to child, saying a combination. If he says the correct answer, he throws the bag back, if not gives it to someone else.
27. Baseball. Choose a batter from girls' side and a pitcher and catcher from boys' side. The pitcher says to batter: "Seven fives." Batter answers: "Seven fives are thirty-five." "Eleven fives." "Eleven fives are fifty-five." "Five fives." "Five fives are twenty-five." The batter then has had three "balls" or chances to answer. If she has done this correctly, she has made a "home run" and scored "one" for her side. A new boy is chosen for a pitcher and a new catcher appointed. The successful batter chooses a girl to follow her. Three more combinations are then called. If the batter misses, the catcher must answer, thus scoring for the boys' side.

28. Automobile game. Have set of cards with twenty simple problems written on each. Have each card different. Distribute cards, placing two on desk of child sitting in front right hand corner of class. Children with paper and pencil begin copying and solving problems at a signal. Signal given every half minute, cards are passed and work continued. In passing cards, children in first row hand cards back, child in back seat passing across the aisle. Second row passes forward, child in front seat passing across. Teacher marks papers and reports are placed where all may see. Marks may be added from day to day.
29. Playing cashier. One child may be the cashier of the gas company. The other children pay their gas bills. Each of the others have toy money with which to pay their bills given to them at the beginning of the game. Make change.
30. Beanbag Toss. Draw five circles, one within the other, on the floor. Number the spaces between. Let each player have five turns throwing the beanbag into the rings. Have a scorekeeper. The child with the highest sum wins.
31. "I am thinking." One child says, "I am thinking of two numbers, whose sum is 12." Others try to guess. The one who guesses correctly may think of two numbers.
32. Playing store. Have toy money. Draw on the board pictures of things to buy, or have pictures cut from magazines pasted on large cardboard. Have a price for each article to be sold. Children take turns at being store keeper. Others come to buy. Make change.
33. "Pussy wants a corner." Several children stand at given places for corners. Each is given a number. The same number is given to two children. The one in the center calls two numbers whose sum is not larger than 10. If 3 and 6 are called, the two children numbered 9 exchange places. The one in the center tries to get one of their places.
34. Champion of twenty. Print numbers from 1 to 20 on cards. A child steps to front of room, holding cards so class can see first number. Two children, working for championship, stand back of the first child. If drill is on addition of 2, the children at seats give sum of number on card and 2. The contestants, by subtracting 2 from number given, are able to give number on the card. The one calling out number first, receives the card. The one who secures most cards is "Champion of twenty."

D. SEAT WORK.

Puzzle. Divide a square of cardboard into nine squares. Cut the numbers from 1 to 9 from a calendar. Child places a number in each square, so that the sum of three numbers in any row is 15.

Teetotums. A game for two. Have a cardboard dial with numbers and a spinner, such as is used in many children's games. Children spin in turn, keeping score. See who can have the most at the end of a given time.

Finding answers. Have 24 cards, $3" \times 4"$. Write combinations on 12 cards and answers on 12. The children may prepare these cards. Mix the cards and arrange with combination and answer together.

VII. SUGGESTIONS AND CAUTIONS:

1. Teach children to write numbers in columns, keeping them straight.
2. In writing large numbers have comma placed between hundreds and thousands.
3. Keep good spacing in written work.
4. In concrete work have the children give the name of the thing being worked with in each step of the problem.
5. Prove subtraction problems.
6. Have child away from board rather than near with a pointer when working for speed in board drills.
7. Avoid counting on fingers.
8. Don't allow child to count when adding.
9. Don't have abstract work without a time pressure.
10. Be sure child does not get the habit of writing numbers in the carrying or borrowing processes.

NOTES.

NOTES.

NOTES.

CHAPTER III. SPECIAL ARTS.

A. DRAWING.

HARRIET M. CANTRALL, *Supervisor.*

GRADE I.

Aim:

1. To give the children a vocabulary of forms with which to express themselves in pictorial form.
 - (a) Objects requiring the vertical line—a house—a fence.
 - (b) Action lines—to suggest the human figure in motion.
 - (c) One or more animal forms:
 1. One domestic animal.
 2. One circus animal.
 - (d) Growth of trees and plants.
 - (e) Land forms—hills, plains, shore lines.
2. Color.
 - (a) Color names primary—secondary colors.
 - (b) Mixing and applying these colors in flat washes.
 - (c) Color paper posters.
3. Design.

Arrangement of work on page.
Repetition and variation with border units.
4. Cut letters of alphabet.
5. Construction. Learning to measure with 1" and $\frac{1}{2}$ " dimensions.

Materials:

Crayons—paints, colored papers, scissors, clay. Art Book I.

NOTE: Correlation of Drawing and Construction with the other subjects in the course of study should be worked out month by month. Such correlated problems must of necessity be prompted by the children and room teacher. If it develops as a problem in the Arithmetic lesson, let the project be developed and completed in the Arithmetic periods, if in the Geography periods—develop at that time. The Drawing time should be used for the development of technical ability which may be used in all the other subjects when needed. Often, however, the exercise in Drawing may take the form of some part of the project in hand. This should be brought about whenever possible.

GRADE II.

Aim:

1. To add to the form vocabulary and improve upon those forms learned in first grade.
 - (a) Arrangement of forms in picture—to form good composition, to teach near and far, grouping, relation of sky and ground, etc. This work to be connected with stories and games.
 - (b) Action lines—human figure. Use these in crayon illustration, cut paper compositions, community posters.
 - (c) Two or more animal forms: Domestic animals, circus animals.
 - (d) Continued study of tree growth.
 - (e) Land forms used in cut paper posters and crayon illustrations.
2. Color.
 - (a) Color names primary and secondary colors.
 - (b) Mixing these colors and tints of each.
 - (c) Color papers—design and picture making.

3. Design.

Arrangement of work on page.

Repetition and variation with border units.

4. Improved work in cutting alphabet letters.

5. Construction—Use of $\frac{1}{2}$ " and $\frac{1}{4}$ ".*Materials:*

Crayons—paints—colored papers, scissors, clay. Art Book II.

GRADE III.

Aim:

1. Form study continued. Use forms in pictorial composition with cut paper.
2. To learn to draw the poster letters, to letter with single line letters. Simple posters for health slogans, rent and sale cards, addresses, etc.
3. To make and repeat units for borders and surface patterns.
4. To control pencil in holding lightly, sketching lines freely. To form habit of sitting properly and keeping paper in proper position while drawing. Recognizing and producing vertical, diagonal and horizontal lines.
5. Painting within a given form, learning brush control, mixing colors, matching colors.
6. Design. Borders. Drop repeat in surface pattern.
7. Color. The color wheel in Art Book. Learning names, producing the colors with their paints, matching colors found in papers, ribbons; flowers.

Materials:

Pencils, colored papers, paints. Art Book III.

NOTE: See note at the end of the Drawing outline for Grade I.

B. HANDWORK.

ELIZABETH CREIGHTON, *Supervisor.*

GRADE III.

1. Ruler drill:

- a. Study of ruler—drill in the names of the marks on the scale, and the distance from any one mark to any other mark.
- b. Application of ruler study—measurement of objects and distances in the school room.

2. Formal construction work—technique emphasized.

Making of envelopes, booklets and other articles needed for class room use or for gifts.

3. Free construction work—initiative emphasized.

Illustration of any topic under discussion in reading, story telling, geography, etc.

4. Elementary textile study.

Wool is used as a typical textile material. Sheep stories are told and the primitive methods of spinning and weaving are demonstrated. A small amount of fabric weaving is done by the children.

C. MUSIC.

KATHRYN H. BAXTER, *Director*.

THE MUSIC TEACHER'S CREED.

I believe in Music, moulder of human mood and inspiration, beautifier of waste places; restorer of despairing souls;

I believe that through Music can be brought about the salvation of man from many misspent hours, from unworthy impulses, from premature spiritual decay, through greed for gold and lust for office;

I believe in Music as a channel of communion between man and his nobler self, between man and nature, between man and God;

I believe in and shall labor to hasten the day when our country's Music shall be deemed more valuable than its merchandise, more potent than its courts and tribunals, more distinctive and excellent than its letters.

IRVING M. GLEN,

University of Washington, Seattle, Washington.

1B GRADE.

I. AIMS:

- a. To give every child use of his singing voice.
- b. To give every child enjoyment of music as something heard as well as something expressed.

II. MATERIAL:

MONTH I.

Art songs—Selected.

Type songs—Pages 5, 6, 7—Book I.

The ten steps in teaching rote songs will be found on page 28 of Manual.

MONTH II.

Art songs—Selected.

Type songs—Pages 8, 9, 10, 11—Book I.

MONTH III.

Art songs—Selected.

Type songs—Pages 12, 13, 14—Book I.

MONTH IV.

Art songs—Selected.

Type songs—Pages 15, 16, 17, 18—Book I.

MONTH V.

Art songs—Selected.

Type songs—Pages 19, 20, 21, 22—Book I.

III. METHOD OF PROCEDURE:

- a. Read carefully in Teacher's Manual I:
 Pages 3 and 4—"Pedagogical Conclusions," and "The Sensory Period."
 Page 10—Concerning the organization of Chapter I, II, and III.
 Pages 12-21 and Page 23 and 24 to Paragraph III.

IV. ATTAINMENT: (Average.)

- a. Ability to sing 15 or 20 songs pleasingly.
- b. Reduce monotones to 10% or less of total enrollment.

- c. 90% of pupils sing individually, correctly and pleasingly 5 of the songs sung by class.
 - d. Children prefer good tones rather than bad.
- (All references are to the Progressive Music Series.)

1A GRADE.

I. AIMS:

- a. To give every child use of his singing voice.
- b. To cultivate the power of careful sensitive aural attention.
- c. To give every child enjoyment of music as something heard as well as something expressed.

II. MATERIAL:

MONTH I.

- 1. Art songs—Selected.
Songs—Pages 24, 25, 26, 27, 28—Book I.
- 2. Sing loo—Chapter I—Book I.
Directions found Page 24 of Manual.
- 3. Recognition of Phrase Repetition—Pages 5, 6, 7, 8.
Directions found Page 25 of Manual.
- 4. Teach syllables of songs—Pages 5 and 6.

MONTH II.

- 1. Art songs—Selected.
Songs—Pages 29, 30, 31, 32, 33.
- 2. Sing loo—Songs—Chapter II—Book I.
- 3. Recognition of Phrase Repetition—Pages 9, 10, 11, 12.
- 4. Teach syllables—Page 7, Book I—Both songs.

MONTH III.

- 1. Art songs—Selected.
Songs—Pages 34, 35, 36, 37.
- 2. Sing loo—Chapter III—Book I.
- 3. Recognition of Phrase Repetition—Pages 13, 14, 15, 16, 17.
- 4. Teach syllables—Pages 8 and 9.

MONTH IV.

- 1. Art songs—Selected.
Songs—Pages 38, 39, 40, 41, 42—Book I.
- 2. Sing loo—Chapter IV.
- 3. Recognition of Phrase Repetition—Pages 18, 19, 20, 21, 22.
- 4. Teach syllables—Pages 10 and 15.

MONTH V.

- 1. Art songs—Selected.
Songs—Pages 43, 44, 45, 46, 48.
- 2. Sing loo—Chapter V—Book I.
- 3. Recognition of Phrase Repetition—Pages 24, 25, 26, 27, 28.
- 4. Teach syllables—Pages 17 and 18.

III. METHOD OF PROCEDURE:

- a. Read carefully:
 - Page 3 and 4—In Teacher's Manual I.
 - Page 10—Through description of Chapter V.
 - Page 12-21.
 - Page 23-24.
 - Page 24—Paragraph III—specific work in ear training. Aim "b." Above under I.

IV. ATTAINMENT: (Average.)

- a. At close of semester class should be able to sing 15 to 20 songs pleasingly.
- b. Ability to recognize a recurrent theme.
- c. Reduction of monotones 10% or less of total number of pupils.
- d. Ability of 90% of pupils to sing about 5 of songs sung by class as whole, including syllables.
- e. Children prefer good tones to bad.

2B GRADE.

I. AIMS:

- a. To give use of singing voice.
- b. Development of song singing.
- c. Enrichment and extension of song repertory.
- d. Further development of aural power.
- e. To give every child enjoyment of music as something heard as well as something expressed.
- f. To develop power to recognize aurally and with eye simple phrase groups of tones and feeling for simplest rhythms.

II. MATERIAL:

MONTH I.

1. Art songs—Selected.
2. Songs—Chapter I—Review—Phrase Repetition.
Syllables.
Individual singing of syllables.
3. Study of Motives and Figures.
Directions—Pages 43, 44—Manual.
At close of month following tone words should be well taught:

1—3—5—8
8—5—3—1
1—3—5
5—3—1
3—5—1
3—1—3—5
3—5—1—3

MONTH II.

1. Art songs—Selected.
2. Application of syllables—Book I—Chapter II.
Directions—Page, 26, Page 37—Manual. Please follow carefully.
3. Study of motives and figures—Book I—Chapter II.
Directions—Page 45, 46, 47—Manual.
Following tone words should be learned by close of month:

1—7—1	8—7	7—8
3—2—3	6—5	5—6
3—4—3	4—3	3—4
5—6—5	2—1	1—2
1—2—1		

MONTH III.

1. Art songs—Selected.
2. Application of syllables—Book I—Chapter III—Children encouraged to independence in applying syllables to familiar phrases.
Directions—Page 37—Last paragraph in section 3.

3. Study of motives and figures.

Following tone words should be learned by close of month:

1—2—3—4—5	5—4—3—2—1
1—2—3—4	4—3—2—1
8—7—6—5	5—6—7—8
1—2—3	5—2—1
3—4—5	5—4—3

MONTH IV.

1. Art songs—Selected.

2. Application of syllables—Book I—Chapter IV.

(Same as Month III.)

3. Study of motives and figures—Book I—Chapter IV.

(See Page 50.)

Following tone words should be learned by close of month:

1—2—3	3—2—1	1—2—3—4	4—3—2—1
2—3—4	4—3—2	2—3—4—5	5—4—3—2
3—4—5	5—4—3	3—4—5—6	6—5—4—3
4—5—6	6—5—4	4—5—6—7	7—6—5—4
5—6—7	7—6—5	5—6—7—8	8—7—6—5
6—7—8	8—7—6	6—7—8—2	2—8—7—6
7—8—2	2—8—7	7—8—2—3	3—2—8—7

MONTH V.

1. Rote songs—Selected.

2. Application of syllables—Book I—Chapter V.

(Same as month III.)

3. Study of motives and figures—Book I—Chapter V.

Following tone words should be learned by close of month:

1—3	3—1	1—4	4—1
2—4	4—2	2—5	5—2
3—5	5—3	3—6	6—3
4—6	6—4	4—7	7—4
5—7	7—5	5—8	8—5
6—8	8—6	6—2	2—6
7—2	2—7	7—3	3—7

2A GRADE.

I. AIMS:

- To give every child use of his singing voice.
- Development of song singing.
- Enrichment and extension of song repertory.
- Further development of aural power.
- To give every child enjoyment of music as something heard as well as something expressed.
- To develop power to recognize aurally and with eye simple phrase groups of tones and feeling for simplest rhythms and to use this power in reading new songs.

II. MATERIAL:

MONTH I.

1. Art songs—Selected.

2. Presentation of notation—Book I—Chapter I.

Directions—Pages 56, 39—Manual.

3. Eye training.

Drills—Found on Page 57—Manual.

Directions—Page 40—Manual.

MONTH II.

1. Art songs—Selected.
2. Development of notation—Book I—Chapter II and III.
Directions—Page 58—Manual.
3. Work in eye training.
Directions—Page 59—Manual.

MONTH III.

1. Art songs—Selected.
2. Development of notation—Chapter IV and V—Book I.
Directions—Page 58—Manual.
3. Eye training drills—Chapter IV and V—Book I.
Directions—Page 60—Manual.

MONTH IV.

1. Art songs—Selected.
2. First reading of new songs—Chapter VI.
Directions—Page 66, 41—Manual.

MONTH V.

1. Art songs—Selected.
2. Reading of new songs—Chapter VII.
Directions—Page 41—Manual.

III. METHOD OF PROCEDURE:

- a. Read carefully:
 - Page 3—In Teacher's Manual 1.
 - Page 4—Pedagogical conclusions concerning sensory period.
 - Page 10-21.
 - Page 35-42.

IV. ATTAINMENT:

- a. At close of semester class should be able to sing 20 to 25 songs pleasingly. 90% of class should be able to sing 3 to 5 of songs learned.
- b. Monotones reduced to 5% or less of enrollment.
- c. Ability to recognize and sing at sight familiar figures and motives in new combinations.
- d. Ability to recognize some 2 or 3 compositions on hearing and to follow a recurrent theme in a new song.

3B GRADE.

I. AIMS:

- a. Continued correction of monotones.
- b. Development of free and beautiful singing of songs.
- c. Enrichment of song repertory.
- d. Further development of appreciation.
- e. Development of an *elementary* degree of power and skill in sight singing.

II. MATERIAL:

MONTH I.

1. Art songs—Selected.
2. Sight reading—Chapter I-VI.

II-VII.

Directions—Page 66-68—Manual (Analysis of songs).
Pages 41, 42.

MONTH II.

1. Art songs—Selected.
 2. Sight reading—Book I, Chapter III-VIII.
- Directions—Pages 85, 41, 42—Manual.

MONTH III.

1. Art songs—Selected.
 2. Sight reading—Book I, Chapter IV-IX.
- Directions—Pages 87, 41, 42—Manual

MONTH IV.

1. Art songs—Selected.
 2. Sight reading—Book I, Chapter V-X.
- Directions—Pages 89, 41, 42—Manual.

MONTH V.

1. Art songs—Selected.
2. Sight reading:
General review, Book I, Part I and II.
Primary Song Book, Chapter V.

III. METHOD OF PROCEDURE:

a. Read:

Page 3 in Teacher's Manual I.
Page 4 Pedagogical conclusions regarding sensory period.
Pages 10-21.

b. Read over outlines of first and second grades for suggestions for third grade.

c. Read with especial care pages 75 to 84, stressing particularly Section III "Specific Work in Ear Training" and Section IB "Specific Work in Eye Training."

IV. ATTAINMENT:

- a. At close of semester class should be able to sing 20 new songs, 5 of which should be memorized.
- b. 90% of class should be able to sing 4 or 5 of songs learned.
- c. Monotones practically eliminated.
- d. Ability of at least 25% of class to sing as well individually as class does as whole.
- e. Power to recognize by sound that which they know by sight and vice versa.

3A GRADE.

I. AIMS:

- a. Continued correction of monotones.
- b. Development of free and beautiful singing of songs.
- c. Further development of appreciation.
- d. Development of an increasing degree of power and skill in sight singing.
- e. Enrichment of song repertory.

II. MATERIAL:

MONTH I.

1. Art songs—Selected.
2. Sight reading—Book I, pages 81-86.
Directions—Page 93 under Sixth month and note.

MONTH II.

1. Art songs—Selected.
2. Sight reading—Pages 87-93.

MONTH III.

1. Art songs—Selected.
2. Sight reading—Pages 94-100.

MONTH IV.

1. Art songs—Selected.
2. Sight reading—Pages 101-107.

MONTH V.

1. Art songs—Selected.
2. Sight reading—Pages 108-112.

III. METHOD OF PROCEDURE:

- a. Read carefully:
Page 3 in Teacher's Manual.
Page 4 Pedagogical conclusions regarding sensory period.
Pages 10-21.
- b. Read over Outlines of first and second grade and of three B for suggestions and as a foundation on which to base work of this grade.
- c. Read with special care pages 75 to 84, stressing Section III "Specific Work in Ear Training" and Section IV "Specific Work in Eye Training."

IV. ATTAINMENT:

- a. At close of semester class should be able to sing 20 new songs, 5 of which should be memorized.
- b. 90% of class able to sing pleasantly 4 or 5 of songs learned.
- c. Ability to sing songs of grade in Part III, Book I at sight.
- d. Ability of at least 25% to sing as well individually as class does as whole.
- e. Power to recognize by sound that which they know by sight and vice versa.

NOTES.

NOTES.

CHAPTER IV. SEAT WORK.

A. SUGGESTIONS FOR PREPARING AND CARING FOR THE MATERIALS.

1. Get empty thread boxes from a dry goods store. These can be collected during the summer vacation.
Number the material and the boxes with the same number.
All material used should be marked in some way to correspond with the box or envelope in which it is kept.
2. When preparing a particular kind of seat work, make duplicate copies for each child. This saves time and commotion. If a part of one copy is lost the child can take care of the situation without the teacher's assistance.
3. Have two boxes for each child's *word cards*. At the close of the semester the children can sort out the first stray words from their boxes and return them to the empty boxes which are kept on hand for this purpose. Beginning children must not have too many words in a box at one time.
4. Save cornflake boxes to use in making cardboard patterns. It helps materially to have at least half as many patterns as children during a seat work period of tracing. These patterns can be labeled and used from one semester to another.
5. You can save time and at the same time have more of a variety of both seat work and class work by using a No. 17 Superior Rubber Type, with a No. 60 three line holder, sold locally.

DONT'S. DONT'S. DONT'S.

Do not print (hand print) work for the children upon the blackboard. Children can read script better.

Do not allow children to print in the First grade. Do all you can to stop this at their homes. It interferes with their writing work.

Do not assign words for the children to write until they have mastered the letter formations and connections needed in the words.

Do not throw aside seat work and say "too hard" if the majority of the class fails to get a new phase of work for the first time. Look back, go back and see wherein you failed to make it clear to them. Develop it more carefully another time.

Do not fail to rebuke, encourage, praise, give another trial another day when a child has failed in his seat work while working alone.

Do not fail to take time to teach a child to help himself, to use his or her own imagination, and express himself or herself in his or her own way. This is just as important as reading stories which are the product of some one's else imagination.

Slowly for some but surely all will accomplish this First grade seat work. The better group will be into the last phase of this work (VI) before the close of the first semester. While the slowest group will go into this more deliberately. They will use much of it during the time they are in the 1A grade.

B. DEVICES—VOCABULARY WORK.

FIRST GRADE.

As you read this article on seat work you will note these devices are based upon class work where the script and print are introduced together and the use of the following materials:

- a. Word cards for the 1B grade.
- b. Alphabet cards for 1A grade.

c. Gummed copies of the minimum requirement list of words for the first three grades.

d. Pictures.

e. Patterns.

The word boxes used in the 1B are filled with the minimum requirement list of words for sentence work.

Gummed copies of the minimum requirement list of words for the first grades makes it possible for the children to have labeled patterns, pictures and dictionaries to refer to in their composition work of these grades.

Teachers using the script form only for the first five or six weeks must write it upon the blank side of the word cards used during this period of time.

I. First Words. (Objects.)

1. Trace around labeled patterns (cat, hen, man). Cut them out. Select correct names from a GENERAL word box. Paste names on the objects made. Take them home to mother. Make extra copies to put in an envelope for a booklet.

Child's Problems:

- a. Neat tracing.
- b. Careful cutting.
- c. Careful pasting.
- d. Selecting of correct word for the picture he or she has made.

Teacher's Aims:

- a. To set up problems for the children the first day of school along a line which is beneficial to them in future work.
 - b. Help the children form the habit of working.
 - c. Teach children to work independently.
 - d. Teach the children to do their work neatly and carefully.
 - e. Give the children a mental picture of the word along with a mental picture of the object it represents.
 - f. Help children match print with script.
 - g. Try to help the home folks get in touch with the work of the children they send to school.
2. After the teacher has used the script form of these words on the blackboard in a recitation, they may be placed upon the blackboard for the children to imitate them on their desks in the order they are on the board with the word cards from their INDIVIDUAL work boxes. Have children try to get more than one copy of these words.

Child's Problem:

- a. To select correct words.
- b. To get them in correct order.

Teacher's Aim:

- a. To teach script with print.
 - b. To help children to become better acquainted with the words used.
 - c. To give the children a new problem.
3. Climb stairsteps with known words from the word boxes, placing the same words on a step. Make the stairsteps on a piece of drawing paper or with chalk upon the desk.
- Child's Problem: (Each child may have a different aim.)
- a. See if he can beat his classmates.
 - b. See if he can find all the cards of the same word.
 - c. Find more than he did the previous day.

Teacher's Aim:

- a. Train children to enjoy their work.
 - b. Drill on the words they are learning.
4. Use ladders as in No. 3.

II. Work on Words Used in Connection with the Object Words.

1. Same as Number 2 in 1.
2. Children paste words they have found in magazines and papers at home in a booklet which is kept during the semester for reference. (This book corresponds to one they call a dictionary in the 1A. Example: he, is, on, to, she, said.
3. The teacher may pass out magazine pages for the children to find words they know. These may be underscored or cut out and pasted in the booklet.
4. Sorting of the words from the word boxes.
 - a. All known words.
 - b. All unknown words.
 - c. All words of two letters.
 - d. All words beginning with s, etc.
5. Sentences or Mother Goose Rhymes. Give three copies to a child (print) in an envelope. One entire and two cut up into words or phrases. Children match and rebuild sentences or rhymes. If this is not problematic enough, put a list of the words upon the blackboard (script) for them to imitate.
6. Have the children make sentences from the words of the rhyme along a different line of thought.
 Example: Jack and Jill went down the hill
 to get water.
 Jack fell and Jill
 came tumbling after.

Make original sentences with word cards.

Example: Jack went away.

If this sort of thing has been done in the recitation it will not be too hard for seatwork.

Child's Problem:

Select and arrange words to give a different story for some one (Miss _____) to read.

Teacher's Aim:

- a. To try to create a desire in children to think out stories.
 - b. To hold them to make a story from a limited number of words.
7. Fold a heavy piece of paper to make a four page booklet. Paste an envelope containing a set of words for a particular story, on the first page. Upon the second page paste a familiar picture of some Mother Goose Rhyme which the children can repeat but *have never had* any word study on. On the third page is the entire copy and space enough for the children to match the words and set up a duplicate copy of the story.

Child's Problem:

To select words which are not familiar and make the story.

The Teacher's Aim:

To teach a child to work with new words independently.

8. Give children envelopes containing copies of more than one Mother Goose Rhyme which has been studied in class work. Have the children set up the rhymes and select pictures from a picture box to go with the rhymes.

Teacher's Aim:

- a. To give the children interesting drill upon words they have had which should be fixed in their minds in reading work.
 - b. Teach them to think for themselves.
9. Have an abundance of sentence work from the first lessons. One way of doing this is to put into boxes little pictures and parts of sentences for the children to put together.

Example: I eat (this is a card) apples. Instead of the word apples have pictures of apples.

I see a (this is a card) book, doll, boy, etc. Instead of the names of the objects have the pictures. Later on the children can make pictures on pieces of paper and place the parts of the sentences with their pictures for classmates to read.

Teacher's Aim:

- a. To give children material to stimulate imagination and help them to work out things for *themselves*.
 - b. To teach words.
 - c. To help children to read sentences where they do not know all of the words in them. (This makes fluent readers.)
10. No. 9 can be done on the blackboard and the children use word cards and imitate. They must make their own pictures.
 11. Have the children make sentences out of nouns from the first. Example: hen, cat, pig, boy, etc. Insist upon their making original sentences. They will do this if they have made sentences for the teacher to put on the blackboard during recitation.

Aim of Teacher:

- a. To drill upon the words.
 - b. To stimulate the imagination of the children.
12. Another device similar to No. 9 is to pass envelopes to children with the parts of the sentences written upon (or printed with the rubber type) heavy paper. Ask the children to draw or find the objects some place, to go with them. Example: I have a (book). This book may be taken out of the desk and the part of the sentence placed with it.

III. More Practice on Matching Print with Script.

1. Give a child a paper that has been marked into squares. The squares should be large enough to contain a script copy of a word under which a word card may be placed. Children select the correct words from the word box and match. Have the children see how many times they can find each word and place them one upon the other. This is a good device for words that catch children. Example: when, then, now, that. Let a child who knows the words be the teacher and help the children pronounce the words.
2. With the use of the word cards a blackboard copy may be made up of:
 - a. Words of a particular story of the minimum requirement list.
 - b. Words of different stories of this list.
 - c. Difficult words of this list.
 - d. Sentences given by the children during a recitation. (Do not use the sentences of the book.)
3. With the use of the alphabet cards, the blackboard copy may be made up of:
 - a. All the words of the same story.
 - b. New words of new stories.
 - c. Sentences using the words of all stories.
4. Omissions in words, phrases, and sentences. Use the alphabet cards and supply omitted letter. Example: c-t, h-n, lit-le, etc. Use the alphabet or word cards and supply omitted words. Example: The hen ate the _____.
5. Game of racing. Select a child to be "teacher" and point out words from a blackboard copy for the seat work people to:
 - a. Find in word boxes.
 - b. Find in books.
 - c. Make with alphabet cards.

Children's Problem:

To get correct words first.

Teacher's Aim:

To speed up word recognition through the little game.

6. The "child teacher" may flash cards in the same way as No. 5. Reward given by the "child teacher" for the fastest worker.

IV. Work with Words Which are not in Wordboxes.

1. Place upon the blackboard the following:

- a. One one I.
- b. Two two II.
- c. Three three III.
- d. Four four IV.
- e. Five five V.
- f. Six six VI.
- g. Seven seven VII.
- h. Eight eight VIII.
- i. Nine nine IX.
- j. Ten ten X, etc.

Put into the hands of the children envelopes containing these numbers and words. (Several copies of each in the print form.) Have the children imitate this copy. In a very short time they will know these words. The child who gets these done first may be the teacher and help others. This copy can be imitated more than one time upon the desk if the envelope contains more than one set of words. The words are fixed in minds of the children sooner if they have the chance to make more than one copy at a time.

2. After No. 1 is mastered a paper containing several kinds of pictures may be passed out. There must be one or more than one of each kind of picture. Example: One cat, two boys, four birds, one baby, seven rabbits, etc. Have the children count the number of each kind of picture and select the correct word (number word) for each kind of picture. Example: Two boys, one cat, seven rabbits, four birds. These copies may be used indefinitely if the paper on which the pictures have been pasted is heavy.
3. After No. 2 has been mastered the teacher may pass out envelopes containing the names of the pictures on the paper for the children to select and match. They will apply their phonics and get this without any help to speak of. Example: One child matched the correct word with every picture except one. When asked why he left the picture of the knife without its name he replied, "There is no name in the envelope for it." The word fork was just as new to him as knife. He was able to match the word fork with the picture of the fork because of its initial sound. But the initial sound of knife fooled him.
4. After a child has learned to repeat the days of the week, months of the year, the streets in order of a given direction from the building give him the word cards containing these to lay in order.
5. Give children color charts you have made and the names of the colors to match. Example: A paper with red, blue, black, green, etc., marks on it. Children find name of color and match. Color words may be used with No. 2 also.
6. Make sentences which are original without the teacher's help and receive reward for the most sentences made. Use No. 2 for incentive.
7. Have the children use letter cards and make words on the tops of the desks that make the teacher hungry. A box of labeled pictures of things to eat cut from magazines must be where the

children can go to it for help (cake, milk, pie, coffee, etc.). Have the children keep the pictures out of sight when the teacher comes to read the work.

8. Vegetables, flowers and plants cut out of seed catalogues may be used in a similar way.
9. Children may play circus on the same plan as No. 4 and write sentence. Example: *I am* a clown. A child from a grade higher or from another room may come in and read the sentences. The pictures of the animals must be out of sight during the reading of the sentences.

Teacher's Aim:

Teach—*I am*.

10. Children tell what they had for dinner in the same way. Example: *I had* cake.

Teacher's Aim:

Teach—*I had*.

11. *I want* (I wish) can be taught in the same way telling what they want for dinner.
12. Teach "I have" by letting the children fish from a closed box of labeled object-pictures, knife, ball, stick, book, etc. The article fished out should be kept in the desk when the seat work is being read by the teacher.
13. Children may tell what they see in the same way. Make them find the word which expresses what they see if they do not know it. Example: Book, pencil, tablet, etc.

Teacher's Aim:

Teach—*I see*.

14. Make family booklets and label all pictures. Example: Get picture of a man from a magazine or catalog and label—This is father, etc.
15. Make a booklet of things we wear. Example: Cut out a cap from a catalog and label—See my cap.
16. Make a booklet of a vacation trunk. Select things the teacher will put in her trunk when she takes her *Spring* vacation.
17. Booklet of things we eat.
18. Make phonetic words from phonic card boxes. Example: Cards in box, at, ask, ound, et, it, ut, ot, eep, s, b, cr, sl, tr, r, c, f, etc. Words made—rat, cat, hat, black, back, tack, found, round, sound, pet, met, let, sit, mit, hit, cut, but, hut, got, hot, sleep, creep, sheep.
19. Have children visualize sentence then write it on blackboard.

V. Final Drill on the Minimum Vocabulary.

1. Upon a piece of paper 3"x12" print all the words of the minimum requirement list of one story. Every child must have a copy of each story. After a recitation (during which time the teacher checked off words not readily recognized by the child on his paper) have the children find these words in word boxes or the book and make them with letter cards. They may be written upon the blackboard if letter formations and joinings have been mastered. A child who has gotten "100" on his paper during the recitation may be the teacher. Slow children work hard to get to be teachers. "Mean" children conduct themselves beautifully when put on their honor as teacher. This teacher may give a "100 mark" when a child has learned his words after taking his seat.

Child's Problem:

Master his words studied during the semester.

Teacher's Aim:

- a. To help children to know definitely just where they stand near the close of the semester.
- b. To keep children studying effectively.
- c. To keep a close account of each child in connection with the required word list used for promotion.
2. Good readers hear the best groups re-read stories. Do not allow children to hear the poorest ones read. They need *special* help.

Teacher's Aim:

- a. To give drill in rapid reading.
 - b. To give the children the pleasure of reading the stories again after they have gotten a better grip on the words through drills.
 3. Keep a list of "Words that Catch Us" on the blackboard and drill upon them in some way each day.
 4. In this final drill work with the 1B's on the minimum requirement list of words the children will be able to make the dictionary of the words learned and review them alphabetically as well as by stories. They can be called upon for unknown words or the ones forgotten from one time to another. They enjoy saying all of the words that begin with the same letter. They get to see them in a different way. The repeating of them in this order gives more drill. Children beginning in the 1A Grade use the 1B vocabulary and make dictionaries, adding the 1A words.
- VI. Work which will Develop the Children's Imagination, Initiative, Reasoning Power, Ingenuity, Independence, and Ability to Follow Directions.
1. Give each child a paper with some such directions as:
 - a. Cut ribbons 6 inches long 1 inch wide.
 - b. Make a wagon three inches long.
 - c. Make a barn four inches high.
 - d. Write your name on the blackboard.
 - e. Find six red sticks.
 - f. Make a two inch staircase.
 - g. Get two blue sticks and one red one.

Have stick boxes with all colors and lengths in them. Have rulers on hand and plenty of paper strips. Leave it to the children to get their own material necessary to accomplish the work assigned. In one instance a boy let his wagon go untouched because he was not original enough to find something for wheels. Another boy was overheard saying, "Get the circles out of the cupboard." At another time another child had this particular copy which said, "Make a wagon three inches long." This child cut out paper wheels for his wagon.
 2. Give words or sentences of stories which have already been read in some of their stories during class time to illustrate in drawing or with paper cuttings. Example: Ball, tree, house.

There was a wee chair.
 There was a wee table.
 There was a baby bear.
 There was a father bear.
 There was a wee bed.
 There was a wee house.
 3. Children ask questions with their word or letter cards for some one to read and then write the answer upon the blackboard. When they need to have help in spelling words let them refer to their dictionary they have made.

4. Give them one of the 3"x12" cards having all the words of the same story upon it and ask them to write a different story.
5. Give them words of several different Mother Goose Rhymes and tell them to write the rhymes or stories. Example: White sheep, Jill, Malt.
6. (Give the children story subjects during recitations. Example: The Cat and The Mouse.
(This is the result of group work on a subject).)

Once there was a big white cat lived in a little house by a red barn. In the barn was a gray mouse. It wanted to live in the house. One day it ran to the house. It ran in. When it saw the cat asleep on the mat it started to run back to the barn. The cat jumped up and caught its tail and would not let go.

Some such example as the story above told or written upon the blackboard will fire the imagination of the children until they will surprise you with the stories they will write. Especially this is true when the subject given them is one they are very much interested in.

(INDIVIDUAL STORIES.)

Teacher: Let's have a story about a lazy cat.

Ernest: Oh! I have a story. I have a good one, etc.

Teacher: Very well, wait until I put the story subject on the board.

Lazy Cat.

Teacher: What is the first thing you have to say about the cat, Ernest?

Ernest: One day a little mean cat jumped on a boy.

Teacher: How shall I start that? How shall I finish it? etc. Go on.

Ernest: The mean cat jumped down. Then it jumped on a baby. Then it jumped down.

Teacher: Very good, Ernest, tell us the rest of your story.

Ernest: That's all I have.

Teacher: What did the cat do after it jumped down?

Ernest: I don't know. It just jumped down.

Teacher: What did the baby do, cry?

Ernest: I don't know. That's all I know about the story.

Teacher: Children, what kind of cat is this

Children: Mean Cat. (Subject changed.)

Teacher: Let's have a story about a *Lazy* Cat.

Edward: (Conducted in same manner as above story. The teacher hesitated at the end of every sentence for the children to say—"period or station"). One day a lazy cat scratched a dog. The dog bit the cat. Then, the cat ran away.

Teacher: What kind of cat is this?

Children: Mean cat. (Subject changed.)

Teacher: I want a story about a lazy cat. (Emphasis on lazy.)

Warren: (Conducted as above. The teacher hesitated at the close of each sentence for the children to say "period.") One day a lazy cat was sitting on the floor. The woman wanted to scrub. The cat would not move. The lazy cat tracked all over the floor. The woman came in and saw all the tracks. The woman said, "Oh! That old lazy cat tracked all over my floor." The cat ran out doors. The woman had to scrub the floor again.

Teacher: Fine stories children. You may take your seat and copy the one you like best and take it home and read it to Daddie.

Elizabeth Pavlock (after being in a 1B twelve weeks) wrote on paper the following story:

My dog nam is sport he has a colr he can speak he sat up
he eats bread he duz not eat cat.

(She was in the middle group and had not been given the opportunity as yet to write stories. Without slighting her own seat work she wrote her story and handed it in to her teacher. She asked the teacher to spell "speak." She went to her own book for the spelling of some of the words. There was no other help given. She had no written subject for her story.) In a follow up lesson we took her story along with the best group stories. These were written upon the blackboard by the teacher.

Example:
Teacher: Elizabeth, read the first thing you have written about your dog.

Elizabeth: My dog's name is Sport.

Teacher: Class, tell me how to start this sentence; how to show it is finished.

Teacher: Elizabeth, read the second thing you said about your dog.

Elizabeth: He has a collar.

Teacher: Read the third thing you said about your dog.

Elizabeth: He sits up.

Teacher: The next thing you have about him.

Elizabeth: He can speak.

Teacher: Next.

Elizabeth: He eats bread, etc.

The story was given the subject "My Dog." Elizabeth copied the whole thing from the board. Other children who did not have a good story copied Elizabeth's and substituted "Elizabeth" for "My." You can put several stories on the board in this way. Usually they are short and do not take much time. The children can copy their own stories and take them home to read to mother.

The following is Henry Dauner's (In the 1A six weeks). Subject:

The Rabbit and the Moon.

The bright moon is shining on my rabbit. The rabbit was frightened and ran away but the moon kept on following him. He bupd his hed agenst a big pees of irn and cilled his self and that was the last of the poor rabbit.

Lillian Sextion (Best child in his group) had the subject:

A Tiny Rabbit and the Moon.

a little tiny rabbit was hoping along the roudside.

Soon he looked around.

He saw another little tiny rabbit

Walking by the roadside.

right by the side of him.

The moon had made a shadow of the little rabbit.

but the little tiny rabbit did not know the moon was making a shadow.

then the little rabbit began to run. he was afraid that something was after him then he looked around agin. but the little rabbit by the side of him was runing right by the side of him yet. the moon wood not stop.

This child is having more trouble learning how to begin sentences than most children have for the ability she has in other things.

Have children run through pages and find the periods or stations.

Count the sentences beginning with capital letters.

7. Write stories about things seen on the way to school. A list of these things may be written upon the blackboard.
8. Give each child an envelope containing a picture and the words necessary to make several sentences about the picture. Example: Picture—Bear, horse, and three bears. Sentences—Here are the three bears going home. It is growing dark. They have had a long walk. They will eat their soup then go to bed. They sleep up stairs. They have three beds that are made out of wood.
9. Give each child a picture pasted upon a card board which has several words upon it (print or script). Have the children tell the story the picture and words suggest to them.
10. Give the children a group of words that tell a story within themselves. Example:

ate	door	caught
rat	cat	etc.
cheese	found	

Have the children tell the story these words suggest.

11. Have the children write letters to some one who will answer. The Douglas children wrote and thanked the Patrons Club for telling Santa to send the "Squirrel books" (Cherry Tree Children). A letter came in reply saying, (This was copied upon the blackboard for the children to read.)

Dear Children:

We received your letters. We are glad you love your "Squirrel books." We hope you will be able to read all of the stories soon.

We were so glad you wrote to us. We told Santa to go to your school Thursday afternoon. Now be sure to be there and see him.

Wishing you a very merry Christmas,

We remain,

Yours truly,

Patrons' Club.

SECOND GRADE.

Continue the work of the 1A Grade. Make each day's seat-work a problem growing out of previous lessons. With the help of the dictionaries which the second grade will make from its minimum requirement list of words, including the entire first grade vocabulary, the children will be able to start the free composition work.

Insist that the children write their words carefully and spell them correctly. At all times use the right form as regards headings, margins, titles, spacing, etc.

Devices for Learning the Minimum Requirement List of Words.

1. Have the children buy loose leaf note book covers. Paste the words in alphabetical order. Give attention to the initial letters only. As the vocabulary grows add new pages to the book. Begin this work with the First Grade vocabulary. After the entire list of both grades has been pasted in the booklets number the words and pages. Have all booklets or dictionaries alike in this respect—the same words in the same order on the same page. This will help the teacher to refer the children to certain words by the number of the words.

These books will be a help to both teacher and pupils when the time for testing children comes. All unknown words of the individual can be checked off in his or her own book and drilled upon in some way until they have been mastered. Words may be written in, beside the printed symbol.

2. Have the children find the number of times a given word or words from the dictionary occurs in a particular lesson or on a certain page. Write the words and the number of times they are found opposite it on paper.
3. Have them find words that mean the same or will take the place of certain words of the dictionary (little—small; big—large; etc.) Put into sentences copied from the book or use in original sentences.
4. Have them write the words in which given sounds are found. Example: *cl.*, clap; *en*, ten; *ou*, out; etc.
5. Write the same word in five different sentences, etc.
6. Put two particular words selected by the teacher in the same sentence. Example: sleep, tried. James tried to go to sleep with his head on a chair.
7. Put words of the same ending or beginning in sentences.

Work on Words Which are not in the Dictionaries.

Bring to the mind of the children these words (as they occur in the recitation) which are not in the dictionaries.

Get suggestions from them as to the way in which they might keep account of these words and drill upon them.

1. Find and write words of objects we can touch in the schoolroom. Save this paper for the following day's seat work.
2. Follow No. 1 with things we can hear in doors or out.
3. Things we can see in doors or out.
4. Things we have; sister, books, etc.
5. Things we want (wish) pony, car, etc.
6. Things we need. Example: Air, clothes, etc.
7. Things we can smell. Example: Food, oils, etc.
8. Things we can enjoy. Example: Music, etc.
9. Make a list of color words from a color chart.
10. Make a list of name words. Numbers 1 to 10 inclusive should be headed with the proper headings. This the teacher can put upon the board from day to day. Example: Things I can touch. Reward given for perfect spelling.
11. Make sentences using these lists of words (1 to 10).
12. Make a list of words from given phonograms. (Use second grade phonograms).
13. Cut oblongs a given size and put a sound on one side and words containing the sound on the other.
14. Cross out silent letters in words.
15. Write words that rhyme with "rake," "may."
16. Draw ladders a given dimension and write members of phonetic families on the rounds. Reward child in some way who has a list of words perfectly spelled.
17. Draw engine and cars. One member of a phonetic family on each car.
18. Write words of one syllable.
19. Write all words beginning with a capital letter on a certain page.
20. Turn circle into watch, apple, teapot, face, clock, etc., and write sentences about the picture.
21. Copy the names of the days of the week or of the month and write a story about one of them.
22. Make a nest with little birds in it. Copy poem from Tennyson "What does little birdie say," etc.
23. Visualize paragraphs. Go to seat and write it.
24. Visualize collection of objects in a basket, on a table. Go to seat and write lists.

25. Cut sprinkler. Color one side. Write words the card makes us think of on the other. Example: Grass, rain, sunshine.
26. Take words as "telegram." See how many small words you can find in it. Example: am, me, met, etc.
27. Write list of letters from which the children can make words.
28. Give children picture cards. Write the names of all the objects seen in the picture and receive reward for most words spelled correctly.
29. Draw picture of clock. Write sentences about it.
30. Teacher write sentences and leave blanks for children to fill in with pictures.
31. Make borders of umbrellas. Write the poem this makes you think of ("Rain, rain go away.") Write an original poem about the rain.
32. Write all the things you can think of that can be bought with a cent.
33. Write initials.
34. If one child is a very poor writer let a strong child take this child to the board to write certain words.
35. Find such words as h(ou)se, m(ou)se, r(ou)nd, n(ight), l(ight), fr(ight)ened.
36. From Readers:
 - a. Find the sentences liked best and copy them.
 - b. Find the questions in a story. Copy them down. Write another one.
 - c. Copy exact words of characters in a story.
 - d. Copy paragraphs which describe something. Illustrate.
 - e. Write the names of the characters of a story. Write a story about one liked best.
 - f. Answer the questions put upon the board in the exact words of the book; in child's own words.
 - g. Close the book and write one thing you have learned from your lesson today.

Free composition work with the help of the dictionaries and other sources where the spelling of the words can be found.

In this work follow up one or more stories closely and drill on particular things. This may be done upon the blackboard with the help of the children as is described in No. VI in the First Grade seat work stories.

Group experiences or project work.

(This project was carried out in a conversational period in the First Grade and short stories for seat work followed the recitation work. After looking and talking about a greenhouse picture, we decided to put a working plan upon the black board; then, go on a trip to the greenhouse. All contributed to this work. Each row was responsible for a part to report on in class.)

WORKING PLAN.

Row 1.

What is a greenhouse?
 Where are some?
 Tell when one was made.
 How old it is?
 How big it is?

Row 2.

How or what is it made of?
How are the plants kept watered?
How are they kept warm in winter?

Row 3.

What is found in the greenhouse?
(Vegetable plants, flowers, pots, boxes, etc.)

Row 4.

Find out what the nursery man does.
(This was found out and written upon the board.)

1. Fire furnace.
2. Water plants.
3. Cultivate the soil.
4. Make the hot beds.
5. Sow seed.
6. Set out plants.
7. Pot plants.
8. Sell flowers and plants.
9. Deliver the plants.

Row 5.

Who does all the work?

Row 6.

How is a hot bed made?

Row 7.

Tell about our hot bed.

Second grade children can make booklets of these. After a row reports on what has been learned, this can be written upon the board for the class to copy. Ask the children to bring in written reports for class work. Some of them will have good reports.

INDIVIDUAL EXPERIENCES.

The following compositions are exact copies of the children's work:

Grade—First.

Child—Nettie Kelly.

Teacher's assignment—Tell about something that has happened to you. The teacher wrote the words upon the blackboard that the children asked for.

When I had pneumonia the nrsus wait on me they give me some icecream when I was in the hospital and my mother bot me a little doll it was made of straw?

Grade—Second.

Child—Louis Vehoe.

Assignment same as first grade.

One day I was at the fair ground. I lost myself I begin to cry a man came and asked me if I lost myself I told him. Then he called my mother.

Grade—Third.

Child—Hilda.

Assignment same as above.

(This child gave her story the subject)

What Happened.

One day as we were coming from my aunt we were going down a big hill. The house kick and run away and upset us. We never got

it until we got in town. We rode in a big wagon the rest of the way home. I was glad to get home again.

Story about a picture.

The teacher gave the children a subject for their picture and one fact concerning the man in the picture. The child that wrote the following story was promoted to 1A after being in the 1B twelve weeks.

At the time the story was written she was in the Second grade. She had been there eight weeks only.

Child—Verna Beeve.

Saved.

Once upon a time there was a little girl she had a doll. every day her father went out to catch fish. and the little girl wanted to go to. she had a dog. She went in a boat to hunt her father. And she upset the boat and the dog came and took her home and she never went to look for her father again.

A few words or a statement is a help to start the children thinking. If too much is given their stories will not be original.

Grade—Third.

Assignment—Write a story about the "Dog and His Shadow" in which the dog does not lose his bone.

Dog and Shadow.

One day, a dog found a bone. He said I don't feel hungry. I will take this home and have it for dinner. One the way he saw his shadow. He thought it was another dog. He said I will not take his piece of meat. I will let that dog have some for dinner to.

THIRD GRADE.

The seat work of this grade is taken care of in a way similar to that of the second grade.

The children will make their own dictionaries beginning with the first grade word lists and continuing through the third.

Make these dictionaries differ from those of the second grade in this respect—the alphabetical arrangement of the words must correspond to those of a real dictionary.

The children should learn to use these dictionaries as the fourth grades use theirs.

By the help of these dictionaries the habit of misspelling the written word will be reduced greatly.

The children should be taught to use this dictionary and check up on their own work.

SEAT WORK.

Write list of name words, action words, or descriptive words.

Children use name words, action words and descriptive words correctly in sentences therefore learning the use of nouns, verbs and adjectives without using the technical terms.

Children are given a fable and select the descriptive words.

Take one descriptive word in a sentence and substitute as many possible words for it and, check words liked best.

Find the missing letters in such words as haven't, 'twas, and they're. Use in sentences in another way without changing the meaning.

Make a list of words that describe some one of these things,

- a. Some month.
- b. Some fruit.
- c. Some animal.

Write a sentence about each month in the year. Tell what kind of a month it is or something that happens in it.

Write four sentences in which *ran* should be used and four in which *run* should be used.

Write five questions, five surprise sentences, etc.

From a certain page write all words beginning with a capital letter. Put each in a different sentence.

Write a sentence telling *where* the robins built their nest this spring; *where* our reading was this morning or *where* the sun rises.

Write a sentence telling *when* Mary goes to school; *when* the snow falls; or when the roosters crow.

Write a sentence telling *why* Mother puts you to bed so early; *why* we eat; *why* you change your clothes when you get home from school.

Following are names of objects. Make a sentence for each object giving the names of as many parts of the objects as you can—table, coat, apple, clock, book, etc.

Name three things the carpenter does.

Name five things the grocer does.

Name six things the farmer does.

Name six things that Mother does.

Copy names of seasons. Write names of months in each season.

Write list of objects found in the grocery store. (Reward for correctly spelled words.)

Write the names of five things you wear, five you hear, and five you saw on your way to school.

Copy riddles, the answers to which are names of birds and animals.

Write names of two animals that growl, two that scratch, two that sleep all winter, two that have long tails and two that have hair.

Write a list of things a rabbit can do.

Give children odd copies of readers. Let them read a story from it, and then tell story to class.

(a) Give each child difficult material to read to class.

(b) Easy material—Reading in order to answer questions from board.

From Reader:

1. Write paragraph liked best.

2. Illustrate best point in lesson.

3. Copy conversation in lesson. (Quotation marks.)

4. Copy descriptive parts.

Writing description in own words, as of a character.

5. Copying of interrogative and exclamatory sentences. Change form to declarative.

6. Questions from board answered from text in exact words; in child's own words.

7. Questions on paragraph made by children. (Best put on board.)

8. Reproduction of paragraph chosen by teacher or children.

9. Outline a lesson with its significant parts; copy from black-board—make outline independently.

10. Outline a lesson; write another story something like it.

11. Copy a poem, or part of poem and illustrate parts.

12. Occasionally give such problems as "Why do you like this story?"

C. CORRELATED WITH DRAWING.

Aim:

To provide profitable seat work which gives practice in the use of drawing and construction materials, and which emphasizes the principles taught during the regular drawing period.

I. MEASURING:

- A. Ruling papers, 1 inch, $\frac{1}{2}$ inch.
 - 1. Mat strips.
 - 2. Ribbon samples of given lengths.
- B. Checking off papers, 2 inch, 1 inch, $\frac{1}{2}$ inch.
 - 1. Color as checkerboards.
 - 2. Write words or numbers in squares.
 - 3. Simple unit drawn or pasted in alternate squares to make design.
 - 4. Cut or draw letters, using squares as guide.
- C. Make envelopes or boxes from memory after dictation has familiarized children with directions.

II. CUTTING AND MOUNTING:

- A. Cutting to a line.
 - 1. Border units. (In border work always use conventional form of unit.)
 - a. Leaf.
 - b. Fruit.
 - c. Designs from art books.
 - d. Designs appropriate to special days.
 - 2. Posters similar to but not identical with those asked for on drawing outline.
 - 3. Animal. Suggested list: Elephant, giraffe, bear, camel, lion, pig, cow, horse, dog, rooster, duck.
 - 4. Houses of various types.
 - a. Simple house without chimney.
 - b. House with chimney.
 - c. House with porch.
 - d. Two-story house.
 - 5. Grotesque figures, to be used later for room border.
- B. Freehand cutting.
 - 1. Animals.
 - 2. Houses.
 - 3. Fences.
 - 4. Letters, as directed on outline, may be used for
 - a. Names.
 - b. Titles for booklets.
 - c. Room mottoes.

III. CRAYON:

- A. Unsupervised illustration of a given story.
- B. Action lines (bone-men).

IV. PLASTILENE:

- A. Animals (suggested by teacher).
- B. Illustration of given story.

V. FREE, UNSUPERVISED WORK:

(Each child chooses his own material and problem).

- A. Construction.
- B. Illustration (crayon or scissors).
- C. Plastilene.

TO ILLUSTRATE STORIES READ.

Grades 1, 2 and 3.

Purpose:

Use of paper, crayons, scissors, rulers, pencils and paste.

- (1) To test child's thought getting ability.
- (2) To develop his imagination.
- (3) To test the child's judgment and originality.

Source of illustrations:

1. Stories in the readers.
2. History stories.
3. Literature.
4. Geography.

Aim:

The committee has given only a few illustrations showing different methods that may be used in the primary grades. Many other stories may be worked out with similar methods.

1B Grade:

Primer. "Little Red Hen." Poster.

Blackboard Directions:

Make a picture showing who would have eaten the bread if the Pig had helped "Little Red Hen."

Materials:

Papers for sky, fence, pig, hen and other animals they might wish to use. Patterns may be furnished for all forms used in the story.

1A Grade:

"The Three Bears."

The Winston Primer. Page 106.

Draw a picture of Goldenhair jumping out of the window. Draw the bear's house. Color the house yellow. Color the door and the windows brown. Draw Goldenhair outside the window. Color her dress blue. Color her hair yellow. Draw the Little Wee Bear's head in the window.

1A Sandtable:

First Reader. Winston.

"Wolf and Seven Kids."

Materials:

Papers, rulers, scissors, tablet backs, wall paper, colored pegs.

Objects to Make:

Tables, chairs, tall clock, mother goat, room.

Method:

First row make chairs; second tables; third clock; fourth row make mother goat from patterns; fifth make room using tablet backs; some children to make doors, some windows. Assemble all on sand table and inclose with a fence of colored sticks.

2B:

The Winston Second Reader. Page 63.

"The Stone in the Road."

Draw a picture of the Rich man's house. Color the house yellow and the roof brown. Draw a road in front of the house. Draw the tree under which the travelers rested. In the middle of the

road draw a big brown stone. Show the Miller's Son coming down the road. Color his clothes as they are in the picture on Page 64.

2A:

Poster.

"A Story Told by a Donkey."

Make a picture of "The Race to the Bridge." Winston Second Reader. Page 61.

Materials:

A sheet of 8 by 12 paper—paper for sky, donkey, trees, people.
Scissors, paste, patterns of donkey.

Directions:

Cut several donkeys and children, trees and a bridge. Arrange and paste them as you think they would be in the race.

3A Grade:

Illustrations may be combined to form a film, which may be rolled and then drawn through an improvised theater. The children may have individual theaters, or the teacher may have one large one. If individual films are made crayons may be used. If only one film is made paper cutting is more successful. The theaters may be constructed of three cardboards arranged like a box with slits through which the film may be drawn. Reroll the film as soon as it is drawn through the slits.

Example:

"The Little Tin Soldier."

Scene I. The Play Room.

Scene II. The Goblin Appears.

Scene III. The Tin Soldier Falls Out of the Window.

Scene IV. In the Paper Boat.

Scene V. The Rat Tries to Stop the Tin Soldier.

Scene VI. The Fish Swallows the Tin Soldier.

Scene VII. In the Kitchen.

Scene VIII. Tin Soldier Returns to the Playroom.

Scene IX. Fate of the Tin Soldier and the Paper Lady.

Definite directions should be given for each scene. Example:
Scene 2. The Goblin Appears.

Draw a picture of the playroom at midnight. Draw each one of the toys doing what the story says they were doing at that time.
Draw the Goblin. Make the box red and the Goblin black.

Materials:

Crayons and paper.

For paper cutting: Colored paper, scissors, rulers, paste.

Patterns may be used.

Children of the Cliff:

Draw a picture showing what would have happened to Maro and Teni if Demins had not found them. Draw a picture of the food they would have to have eaten.

Take colored pegs and build a cliff dweller house on your desk.

Make a ladder of pegs like the last one shown on page 25.

Lay pegs to make a kira as described on pages 40 and 41.

Third Grade:

Third Reader.

"The Shepherd Lad."

One row make a picture of the sentence "He sang of the fields and the birds and the flocks on the hillside."

Another row make a picture of "He sang of the brooks and of the cool shade of the woods."

Another make a picture of David as he traveled to the camp.

Materials:

Paper light color 8 by 10 inches, crayons, pictures of sheep, and a donkey.

The teacher may tell a story to the children. The children may make a picture of that story with crayons on paper or they may construct certain objects or characters in the story.

Mother Goose:

Teacher writes a rhyme and pastes it on light weight card board.

Below she writes instructions for illustrating that story. Each child should have a different card with a different rhyme so the work will test and develop his individual power.

An Illustration:

"Jack be Nimble." Draw a candlestick. Make it black. Put it on the floor, draw the candle yellow and the flame red. Draw a bone-man for Jack. Make it black. Show Jack ready to jump over the candlestick. Number your picture 1. Draw another picture showing Jack jumping over the candlestick. Number this picture 2. Draw another picture. Show Jack after he jumped over the candlestick. Number this picture 3.

Puzzle Picture—Materials:

Tablet back. Paste picture from old reader on back and upper half. On the lower part paste a part of a story. Cut both into pieces and number. Place all in an envelop. Give out to be put together. Have a book containing that story on the reading shelf. Child will want to get the book and read the whole story. Cut pictures of the animals found in the lesson.

D. FOR USING LETTER CARDS.

Grades 1, 2 and 3.

(Teacher will select the exercises adapted to her grade or group.)

Aims:

To aid in teaching the reading vocabulary.

To aid in teaching spelling.

To aid in teaching phonics.

To furnish a channel for expression by hand-work before writing is taught.

To teach the child habits of order, skill, neatness, industry, and independent study.

Games may be used to familiarize the child with the letters before word building is begun.

1. Post Office (sorting the mail). Put all A's in one pile, B's, C's, etc.
2. Hide and Seek (matching letters). Show certain letters. Find like letters hiding in letter box.
3. Place all capital letters in a row.
4. Place all small letters in a row or column.

5. Place the twin letters in a row or column.
6. To emphasize the difference between b and d, or b and p. Have the class build a row of each letter, then a row alternating the two.
7. Build their own names. (Use for capital.)
8. Build names of playmates.
9. Build words, phrases, and sentences from copy.
10. Build new or difficult words in lesson.
11. Build sight words selected from lesson or other primer.
12. Following the drill on reading vocabulary have children build words they did not know.
13. Build sentences liked best in the lesson.
14. Give children printed or written sentences or rhymes—build these with letter cards.
15. Build sentences about mother or some other member of the family.
16. Build spelling lesson.
17. Reproduce poem or memory gem.
18. Copy the names of the months, and days of the week. Reproduce (from copy given) a statement about each day of the week. "Monday is wash day," etc.
19. Cut from old readers lists of words arranged in "families." Mount on cards—pass out to children to be built with letter cards.
20. Copy a sentence or a paragraph from the reading lesson (assign a different one to each child).
21. Put on the board a familiar phonogram. By adding letters see how many words can be made e. g. at, eat, fat, mat, hat, etc.
22. Give the sound of some letter, let each child build a word beginning with or containing that sound.
23. Copy from the board or reading lesson words that contain the short sound of a, e, i, o, and u.
24. Copy from the board or reading lesson words that contain the long sounds of a, e, i, o, and u.
25. Make a column of the consonants in alphabetical order and at the right make a word beginning with that consonant.
26. Make a column of the vowels and at the right of each a word beginning with that vowel.
27. Give children envelopes of mounted pictures of objects, as tops, animals, fruits, vegetables, etc. On each card underneath each object have the names in print or script or both.
 - (a) Pupils reproduce the names with letter cards.
 - (b) Sentences may also be made about them.
28. Build words that have two consonants at the beginning, three, etc.
29. Have child build type words for the letters whose sounds have been taught.

a apple b boy c cat, etc.
30. To drill on the sounds of s build five words beginning with the hissing sound: sit, sun, sad, sing, see, and five ending with the buzzing sound: his, has, legs, rags, and tags.
31. Have children discover and build *families* in words on a certain page. For example on page 115 Winston First Reader:
 - (1) or in morning
 - (2) ear in dears
 - (3) ake in bakers.
32. Build words in which final silent e makes the preceding vowel long or tell its name e. g. rat, rate, hat, hate, hid hide.
33. Give each child a word and ask him to build four more that rhyme with it.
34. Write questions on the board. Have the questions read silently and answered by building with letter cards.

(Urge children to look in their books for spelling of words they wish to use.)

Winston Second Reader—Page 23.

1. Who went hunting?
2. What did they agree to do?
3. Did the lion like his share?
35. Build lists of phonetic names of actions, which children may do: as, clap, run, sit, bow, stand, etc.
36. Build phonetic names of parts of the body as lips, teeth, toe, cheek, nose, etc.
37. Build sentences telling what you do after school; or what you did on a holiday.
38. Build sentences about one or two objects in a picture.
39. Build the names of five animals that walk.
40. The names of five vegetables in your garden.
41. The names of five birds you know.
42. The names of five fruits you like.
43. The names of five foods you eat.
44. The names of the clothing you wear.
45. Make sentences about the game you like best.
46. A sentence about a toy you want.
47. To test their phonetic ability:
Place on the board a list of words and require the class to sort them and build in columns, those words based on the same phonogram or beginning with the same initial sound or having the same suffix.
48. Impress the rule, from words upon the board that when two vowels come together, usually, the first gives its name, the second is silent, as train, teach, etc.
49. Build a group of nouns in the singular, change to the plural by adding s.
50. Select a long word as Minneapolis or Whitewater. Direct the children to build as many words as they can using the letters in the word selected.
51. *Game*: Have each child select the letters that make up a simple word or proper name, omitting the vowel. Change seats with his neighbor, the second child forms the word and supplies the missing vowel.

E. REQUIRING WRITING.

(Arranged in Order of Difficulty.)

The aims in using writing as seat work are to establish skill, to build up the child's written vocabulary and to increase his ability to express himself in writing.

1. Children make freehand cuttings to illustrate words written on board. They must write correct word on back of each cutting.
2. Have children's names written on cards. Children copy on paper a certain number of times (not more than five).
3. Write sentences on board containing blanks. Children copy sentences and fill in blanks with pictures.
4. Find and copy words beginning with a given letter.
5. Find and copy words containing th (there) ch (chair) ar, ing, ill, ack, at and oy.
6. Find and copy words ending with er, ing, ed (Ned) ly, etc.
7. Draw a ladder and write on it six words beginning with the same sound.
8. Using paper, pencil and word cards copy words you know under "yes" and words you don't know under "no."
9. Assign a page to be read. Write on slip of paper and bring to class all words you do not know.
10. Write review spelling words from board as spelling study.
11. Copy paragraph from board filling in blanks with spelling words.

12. Write original sentences using words of spelling lesson.
13. List words containing certain vowel sounds.
14. List words having a certain number of letters.
15. Copy different kinds of sentences (surprise sentence or questions).
16. Copy words in which certain phonograms are found.
17. Copy the poem written on the board.
18. Copy words that tell us to do things.
19. Copy words that tell us the names of things.
20. Copy what a certain person in the story said.
21. Make words from letters in Armistice.
22. Find words where the "a" is long because of the "e" at the end of syllable or word.
23. Find words where "k" is silent before "n."
24. Make dictionaries. Write all words alphabetically, leaving space for new words.
25. On board write list of phrases and words from which children can make original sentences.
26. Copy names of seasons. Write names of months in each season.
27. Cut up old readers. Paste paragraphs on cards. On other side of cards write questions. Children write answers to questions.
28. Write list of things to be found in a grocery store.
29. Write list of things you like to eat.
30. Write list of games you like to play.
31. Write list of things you see in a schoolroom.
32. Write first names of children in your class.
33. Make list of all the things you think can be bought for a dime.
34. Give children pictures and let them write sentences about them.
35. Read a certain story and write answers to questions which are written on the board. List all the new words you can't sound for yourself.
36. Write a short letter.
37. Write sentences showing correct usage of such words as "sit" and "set."
38. Write personal experiences.
39. Reproduce stories or parts of stories.
40. Write descriptions of friends, places, etc.
41. Imagine you are playing hide and seek. Describe place in building where you would hide. Read to others and have them guess.
42. Write a description of some child. Read and have others guess.
43. Pick out a certain page. Children read to find the number of things discussed and write a sentence about each one.
44. Describe the party you enjoyed most.
45. Describe the place where you have the best time.
46. Describe the Christmas gift you liked best and tell why.
47. Describe the Christmas gift you had the most fun making.
48. Select a long story with three or four characters told in narrative form.
Turn it into direct discourse.
49. Make an original story using the same characters or introducing one or two new ones.
50. Write answers to questions on board about history, reading, etc. (to fix facts).

F. FOR NUMBER WORK.

The committee on number seat work has offered the following suggestions to be used in the first three grades:

Some of the seat work is motivated while the other is more of a formal type. Seat work is most profitable when motivated. The motivation that has been suggested may not be suited to all rooms when a certain problem is taught. The teacher then does the motivating to meet her own situation. The seat work that is of a formal type brings in the drill work.

Caution:

Check up all seat work.

I. RULER:

Ruling writing paper, for writing or number work.

Make checkerboard. Measuring with ruler.

Make rulers from bogus paper and mark, showing inches, half inches, or fourth inches.

Measure and cut a six by nine inch paper into one inch strips. May be used for individual word cards, mat weaving, or chains.

Measure squares to write numbers in, to make lotto game. Draw and cut oblongs to make game of dominoes.

Divide eight by twelve inch paper into two inch squares to be used for poster letters.

From nine by twelve inch paper measure and cut a nine inch square. Measure, cut, and fold a three inch cubical box.

On nine by twelve inch paper measure and draw a one inch margin for picture frame. Result to be used later in day.

Measure and cut oblongs of given dimensions. Divide into one inch squares. Cut fruit from oblongs and squares.

Child measures paper into half inch squares. He may then use this paper for a design if he likes.

Measure papers into one-inch squares, into one-half inch squares and into one-quarter inch squares. Make blocked animals from these papers.

Making squares $\frac{1}{2}$ " by $\frac{1}{2}$ ", 1" by 1", $1\frac{1}{2}$ " by $1\frac{1}{2}$ ", 2 by 2 and from larger squares cut some object in room.

Ruler—Number of sq. in. in given square.

Drill:

Ruler drills to be used as an aid to their drawing and construction work.

(a) Children given slips of paper or a sheet of paper.

(b) Mark dots on paper—every inch as ruler shows them.

(c) Cut strips on lines where the dots are connected—calling them ribbon samples, etc.

(d) Marking off one-inch squares for checker-board. When done well they colored every other square with crayons, choosing one color they liked best.

Make headings and margins.

Line your paper into squares that measure two inches on each side. Get these squares exactly true in size. With your pencil make a figure in each square. Take your box of figures and place each figure in the square, where it belongs. Count and see how many copies you have of each figure. Make a record of this on a piece of paper. Keep the record in your box of figures.

Measure a given paper for the monthly calendar.

After the children have done construction work in the drawing period, the directions are written on the board and the children follow them.

Note:

Some of the following seat work may be motivated in connection with the "banking problem" e. g. Have children write the number of pennies they brought, their table or row of children brought, write the number the whole room brought. Do the same thing with the dimes, nickels, etc.

II. NUMBER WORK:

Writing figures up to ten.

A class writing to twenty, to a hundred if possible. Each child writing a number in squares which have been measured and drawn on paper.

Writing numbers 0 through 20.

Write all numbers to 50.

Make checker boards and number from 1 to 100.

Slips of paper were passed. At the top were written 10, 30, etc. The children finished the column of 30's or 50's as indicated.

Write numbers by 5's to 100.

Write numbers by 10's to 100.

Write numbers by 2's to 100.

Writing numbers. Counting by 2's, 5's, 10's on a paper ruled into squares, measured by child.

Write numbers inside a circle or square.

Use circles as patterns to draw a cluster of balloons, number, then color.

Use circles and squares as patterns to make chains, place letters or numbers in each link, color and cut out.

Make number combinations by making squares, oblongs, circles, or triangles. Use figures from old calendars.

Addition tables.

Multiplication tables.

Write odd numbers to 99.

Children rule papers into checker boards and write numbers in squares. A checker board is made on board with numbers written on top and bottom rows. Children fill papers with missing numbers. Children are sometimes told to write from one given number to another.

Give each child ten pieces of drawing paper and a small circle pattern. On the first piece of paper the child will make one circle and color in with crayon. Under the circle the figure one may be placed. On the next two circles the figure two and so on until he has finished the set.

Place numbers on the board in order for children to copy.

Written rhythm number work.

Calendar sheets pasted on stiff paper and cut apart. Arrange, counting by one's or two's.

Find two numbers that make numbers in a list which is on the board. Sometimes more than one can be given for one number.

Picture Number Work:

The teacher may draw simple outline pictures of objects on the board. Let the number vary for the different objects as three apples two houses, four mice, etc. Children count each group and draw the same number of objects on paper and beside each group place the number card which tells the number in that group. Numbers cut from calendars may be used for this.

Cut sheets from old calendar. (a) Put numbers in envelopes.

(b) Place numbers in order. (c) Place as on the board.

Write numbers in three ways. (1 one I.)

Write short sentences to tell time by filling in with clock face as: "I go to bed at."

Make the face of the clock, indicating the time written on the black board.

Hectograph six clock faces on a 6"×9" paper. Beneath each clock face write the time that the child is to show on that clock face.

Directions:

Draw hands on the clock faces with your black crayola so that they will tell the time which is written underneath the clock face.

Materials:

A circle 2" in diameter made of cardboard, paper 6"×9", and pencil.

Directions:

Place your circle on the paper and draw six clock faces like the one on the board. Place your clock faces so they will look well on your paper, equal distance apart. Draw the hands on the clocks so they will tell the same times that are written on the board, each clock telling a different time.

Build up columns when developing tables.

Practice multiplication tables.

Write tables as far as they know them.

Write the tables backward.

Write a certain table as many times as possible in a given short time.

Make booklets from blank newspaper and write tables in them.

Lay cut up answers to tables on a cardboard which is ruled for the tables in their order.

Children make checker-board papers (out of unruled tablet paper) for seat work one afternoon. The next morning they used this for number seat work. The squares were filled in with crayons and the explanatory figures were written at the side.

Solve problems from board.

Make simple problems using combinations, 6, 8, 3, 4, etc.

Making paper money.

Copy the combinations which are written on the board, then go back and see how quickly you can fill in the answers.

Make two-inch squares of card board on which are stamped numbers (with several duplicates of each). Give each child a pack and have him make the numbers that have been written on the board. For rapid work they arrange numbers from dictation.

Examples are put on the board. The children are told to make as many balls, cats, or anything of interest, as the number tells them to.

Make circle. Place numbers from 1 to 12, on outside of circle. Put multiplier in center of circle. Place products on inside of circle.

Cleveland Fundamentals and other easy problems:

Make up problems similar to those in previous lessons. For example: "If one horse costs \$100, etc. Illustrate tables. 2×4 .

Combinations (45) on cards with the rows for answers cut out. Name cards to themselves silently for a *very* short period.

Put the difficult addition and subtraction combinations on the board and let the children copy these, comparing their answers with the ones on the board.

Hectographed copies of combinations, with spaces cut out, where children may insert answers.

Make as many problems as possible using 14, 13, 12, 11, as 6 plus 8 equals 14; 14 minus 6 equals 8; 14 minus 8 equals 6.

Write grocery bills from chart with prices which are placed before them.

Give children some old arithmetics and let them work certain problems from some page in it.

Give children hectographed copies of problems.

Write combinations that make 4.

Write combinations that make 5.

Write combinations that make 6.

Write combinations that make 7.

Write combinations that make 8.

Write combinations that make 9.

Write combinations that make 10.

III. PEGS:

Teach children how to lay pegs to represent the table of twos

11

11 11

11 11 11 (up to twelve).

Use in connection with sticks or corn, placing correct number of objects beside a given numeral.

Make number combinations with pegs.

IV. DOMINO WORK:

Steps in Domino Work:

The child is given a domino pattern.

He traces around it and divides the domino in halves by laying the domino lengthwise.

The first work is simply copying what the teacher has on the board.

The second step, the dots are left out and the child fills in. This requires some thinking.

Children are given circles. They trace around them and make funny faces. Use for domino dots.

Make dominoes using small pumpkins instead of dots.

Making a set of dominoes, using combinations up to six.

Make dominoes, using certain combinations.

Make dominoes using small pattern: star, square, circle, kite, drum, etc. (6"x9" domino).

Domino Cards:

Made on cards $1\frac{1}{2} \times 3$ inches; including one of each combination from 1 to 12. On cards $1\frac{1}{2} \times 1\frac{1}{2}$ are numbers from 1 to 12. Children match domino and corresponding number. Vary by using different order of numbers—1, 12, 11, 10, 2, 4, 6; etc.

V. Ways to Use Number Cards:

Counting and Grouping:

Take from your number box all the 1's, all the 2's, all the 3's, and build columns of 1's, 2's, and 3's, as follows:

1	2	3
1	2	3
1	2	3

Have children who can count tell how many of each number they have found.

Make columns of 4's, 5's, and 6's in the same way.

Make columns of 7's, 8's, and 9's in the same way.

Fix on your desk numbers in the following order: one 1, two 2's, three 3's, four 4's, etc. as

1
22
333
4444

Put the figures in order, e. g. 1 2 3 4 etc. as far as you know.

On a clock face printed with Arabic numerals have children lay numbers on it.

Give each child a large calendar month mounted on a pad back and have them lay numbers on it.

Tell with number cards how many children there are at your table or in your row, at all of the tables or in all of the rows, beginning with 1, 2, 3, 4, etc. (If there are 38 children in your room the last number card will be 38.)

Lay odd numbers beginning with one, e. g. 1, 3, 5, 7, etc.

Lay even numbers beginning with 2, e. g. 2, 4, 6, 8.

Make the number of your house, and the other numbers on the houses in your block if you can remember them.

Make the license number of your automobile.

Tell in figures when your next birthday comes, telling the number of the month, the day and the year, e. g. the sixth month and the twenty-fourth day. If your birthday is in June you will have on your desk,

6-24, 1922.

Do the same with the others in your family.

Count by 2's to 100, telling it in numbers fixed on your desk, e. g. 2, 4, 6, 8, etc. Do the same with 3's, 4's, etc. To teach counting by 2's have a sequence of numbers built from 1-10 and then starting with one have every other figure put in the box. Read the remaining numbers. After the odd and even numbers have been learned, they can be arranged by calling for a sequence, of odd numbers, or even numbers.

Count by 3's beginning with one, telling it in numbers fixed in order on your desk, e. g., 1, 4, 7, 10, 13, etc.

Count by 4's beginning with one, telling it in numbers, fixed in order on your desk the last number not to exceed 50.

Start with 2 and count by 4's using number cards.

Start with 3 and count by 4's using number cards.

Start with 4, 5, and 6 and count by 4's using number cards.

Note:

The rows of figures will look like this:

1	2	3	4	5	6
5	6	7	8	9	10
9	10	11	12	13	14

Put the following numbers on your table: 3, 6, 9, 1, 0, 4, 7, 8, 5, 2,—then by putting another row, show what each number would be if you should add 1 to each of the numbers.

Put the following numbers on your table: 3, 6, 9, 1, 0, 4, 7, 8, 5, 2,—then by putting another row show what each number would be if you should add 2 to each of the numbers.

Put the following numbers on your table: 3, 6, 9, 1, 0, 4, 7, 8, 5, 2,—then add 3, 4, 5, 6, 7, 8, 9, successively to each number as you did with one and two.

Put a row of nine 2's on your table. Put the figures from 1-9 under them. Give the sum under each.

2	2	2	2	2	2	2	2	2
1	2	3	4	5	6	7	8	9

Do the same with rows of 3's.

Do the same with rows of 4's.

Do the same with rows of 5's.

Make cards with the following or similar problems on them. Give to children and have them fill in blank spaces with figures that will make the sum, e. g., in the first space the figure 2, etc.

()	()	()	()	()	Etc.
3	1	4	1	2	
5	4	6	5	4	

As the addition tables are learned make as follows:

1. 1+1=?	2. ?+1=2	3. 1+?=2
1+2=?	?+2=3	1+?=3
	?+3=4	1+?=4

Have the children build the whole table, leaving a space where the question mark comes. Then have them fill in the spaces.

Make all of the addition problems you can think of for each number learned, e. g., with the number four you can make:

$$\begin{array}{ll} 3+1=4 & 1+1+2=4 \\ 1+3=4 & 2+1+1=4 \\ 2+2=4 & \end{array}$$

Do the same with 5, 6, 7, 8, etc.

Make in the form of tables all the problems that do not exceed ten.

$$\begin{array}{llll} 1+1=2 & 2+1=3 & 3+1=4 & 4+1=5 \\ 1+2=3 & 2+2=4 & & \\ 1+3=4 & 2+3=5 & & \\ \text{Etc.} & \text{Etc.} & & \text{Etc.} \end{array}$$

Make addition tables on your desk that are between ten and twenty, e. g.

$$\begin{array}{llll} 6+5=11 & 7+4=11 & 8+3=11 & 9+2=11 \\ 6+6=12 & 7+5=12 & 8+4=12 & 9+3=12 \\ 6+7=13 & 7+6=13 & 8+5=13 & 9+4=13 \\ 6+8=14 & 7+7=14 & 8+6=14 & 9+5=14 \\ 6+9=15 & 7+8=15 & 8+7=15 & 9+6=15 \end{array}$$

Put on your table figures from one to nine. Under each put a figure to show what that number would be if you should take one away, e. g.

$$\begin{array}{cccccccc} 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 \\ 0 & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 \end{array}$$

Put the following numbers: 10, 17, 13, 14, 16, 11, 12, 18, 15, 19, on your table and put under each figure to show what the number would be if you should take away 1 from each number.

Arrange the numbers from 10 to 19 on your table, and take away 2 from each number.

Arrange the numbers from 10 to 19 on your table and take away 3 from each number.

Arrange the numbers from 10 to 19 on your table, and take away 4 from each number.

Arrange the numbers from 10 to 19, and take away 5 from each number.

Make cards with the following or similar problems on them. Give them to children, and have them fill in blank spaces with the figure that will be necessary to be taken from each number to give the result below.

$$\begin{array}{ccccccc} 5 & 2 & 3 & 4 & 1 & 5 & 5 \\ () & () & () & () & () & () & () \\ \hline 2 & 1 & 1 & 2 & 0 & 3 & 1 \end{array}$$

Give children cards with take away problems on them, using 6, 7, 8, and 9, e. g.

$$\begin{array}{l} 6-1=? \\ 6-2=? \\ 6-3=? \text{ Etc.} \end{array}$$

As the problems are learned make the tables in subtraction in the same way as you did for addition.

Make multiplication tables in the same way.

Double each of the following numbers: 1, 3, 5, 9, 4, 3, 10.

Make three times each of these numbers: 2, 9, 4, 8, 6, 1, 5.

Make on your table all of the multiplication combinations:

2×2 3×3 4×4 5×5 6×6 7×7 8×8 9×9 Etc., to
 2×10 3×10 4×10 5×10 6×10 7×10 8×10 9×10 and 10×10

Learn each combination in two ways, e. g. Taking two and three:

1. Show how many two times three are.

2. Show how many three times two are.

Learn all of the combinations in these two ways.

Make the division tables in the same way.

How many 1's are there in four?

How many 2's are there in eight.

How many 5's are there in ten?

Show on your table with number cards.

Show how many there are in one-half of four, one-half of six, etc.

G. REFERENCES.

1. Suggestions for Seat Work. Marian M. George. A Flanagan Company.
2. How to Manage Seat Work. Amos M. Kellogg. A. Flanagan Company.
3. Devices for Seat Work. Abbie G. Hall. A. Flanagan Company.
4. Games, Seat Work and Sense Training Exercises by M. Adelaide Holton. A. Flanagan Company.
5. Profitable Seat Work. Orville T. Bright. A. Flanagan Company.

NOTES.

NOTES.

NOTES.

CHAPTER V. GAMES.

(For rest work between classes.)

FIRST GRADE.

Name of Game.	Reference.	Page.
Looby Loo (circle).....	Bancroft	280
Did You Ever See a Lassie (circle).....	Bancroft	261
Have You Seen My Sheep (room).....	Bancroft	102
Slap Jack (circle).....	Bancroft	179
Blind Man's Buff (circle).....	Bancroft	55
Seat (room)	Bancroft	234
Bean Bag (circle).....	Bancroft	303
King of France (double line).....	Bancroft	273
Trade Game (double line).....	Bancroft	234
I See You (double line).....	Clark	67
Sally Waters	Anita Stuart Songs and Games.	
Soldier Boy (single line).....	Course in Physical Training for Michigan	78
Say Old Fox: Fox sits in front seat or front part of room. One row at a time comes up and it passes repeats: Say, old fox, is it going to rain today? When old fox says "yes," he jumps up and tries to catch as many as he can before the children get back to seats.		
Duck, Duck Goose: All close eyes, one child runs around tapping others on head saying Duck, Duck, Goose. The one touched at word, "Goose" runs after the one who touched and must catch her before she reaches her seat.		
If child is caught she stands aside and later is required to do some stunt by way of forfeit.		
Changing Seats	Bancroft	63
Crow Race	Keene	79
Bean Bag	Bancroft	303
Tip Toe Catch (name explains itself).		
Do What the Chalk Says (name explains itself).		
Skipping Rope	Progressive Music Manual	204
Do As I Say Not as I Do (Simon Says).		
Pat-a-cake	} Mother Goose Rhymes acted..	
Two Little Blackbirds		
Run, Run for Your Supper (Like drop the handkerchief, only touch child instead).		
Who Did That	{ Language Game and Ear test. One child blindfolded. Some child speaks or makes some sound. Blindfold child asks Who did that? The one making the sound answers I did that. Blindfold child tries to guess who it is.	
Who Was That		

See Saw (Sing and act).	
Down Up Clap Clap and Turn Around. (Played like Danish Dance of Greeting).....Clark	66
Button, Button, Who Has the Button (circle).	
Farmer in the Dell (circle).....Clark	49
Hickory, Dickory Dock (circle).....Clark	112
Ring a Ring O'Roses (circle).	
I Spy .....Clark	113
Have You Seen My Sheep (circle).....Clark	152
Weather Cock Game (aisle).....Bancroft	204
Huckle, Buckle, Beanstalk.....Bancroft	109
Cat and Mice .....Bancroft	59
Squirrel in Trees (groups of three).....Bancroft	185
Fox and Geese.....Clark	344
Mulberry Bush (circle).....Bancroft	283
Old Roger Is Dead (circle).....Clark	96
Go Round and Round the Village (circle).....Clark	53
Jack Be Nimble (aisle).....Bancroft	114
Charlie Over the Water (circle).....Bancroft	65
Five Little Chickadees (circle).....Anita Stewart's Songs and Games for Children.	
Little Bo Peep (aisle).....Clark	105
Jolly is the Miller (circle).....Clark	100
Baa, Baa, Black Sheep (circle).....Clark	65
Ride a Cock Horse (circle).....Clark	163
Flower Garden Game .....Child Life Magazine, April, 1922.	
Three Deep (circle).....Bancroft	196
Jack in the Box (aisle). "Down Jack," stoop. "Up Jack," spring up.	
Guess Colors. Child says, "I see something red," etc. Guess object.	
Playing Ducks. Sit on heels; hands on knees; waddle slowly forward.	
Auto Song and Game—Song Primer.....Barnes	42
Little Miss Muffet. Sing song with suggested actions.	
Playing Bear. Crawling over rows of seats.	

STORY PLAYS.

House Cleaning .....Clark	38
Jumping Jack .....Clark	345
Raking Leaves .....Clark	26
Making Vegetable Garden.....Clark	40
Throwing Snowballs.	
Jumping Rope.	
Wood Chopping.	
Hand Car.	
Race Horses.	
Indians .....Clark	87
Playground .....Clark	21
Picking Apples .....Clark	22
Going to the Woods.....Clark	25
Spring Activities .....Clark	39
Going to Grandmothers.....Clark	31
Cleaning the Yard.....Clark	40
Reference—Physical Training for the Elementary Schools .....Lydia Clark.	

ACTIVITIES.

Jump over desks.
 Sing song in march time. Children mark time in clapping, swinging arms, etc.
 Mark time in place at same time follow directions. "Face the east," etc.
 Quick arm exercises to counting—side—front, etc.
 Jump through seats by count.
 Mounting seats.
 Here's a Ball for Baby—Poulsson—Finger Play.
 Five Little Squirrels—Poulsson—Finger Play.
 Ten Small Soldiers—Poulsson—Finger Play.
 Fly, hop, skip, run, march around row of seats.
 Stand in aisle, jump lightly.
 Stand in aisle, take directions of different sorts.
 Stand in aisle, watch, do as teacher does.
 Stand in aisle, jump over seats.
 Try to touch floor without bending knees.
 Hop like birds, arms folded under knees.
 Throwing snowballs.
 Picking flowers.
 Sweeping.
 Chopping wood.
 See-saw.
 Horse Back Riding.

SECOND GRADE.

GAMES.

Name.	Reference or Description.
Jump the Stick.....	Children form line and jump over stick held by child at front of room. Stick is raised a little higher, after line has passed for the next time.
Going to Jerusalem (aisle).....	Games. Jessie H. Bancroft. Page 98.
Hide the Object.....	Games. Bancroft.
Old Fox, What Time it it? (circle).	One child is fox. Other children march around fox saying, "Old fox, what time is it?" When fox says, "It is midnight," children run to seats. Child who is caught must be fox.
Oats and Beans.....	Games. Bancroft.
Cube Game	Circle is drawn on board. Two children with cubes on heads start from circle in opposite directions at signal from teacher. Child who returns to circle first is winner.
Bean Bag Scramble.....	Children in group. Teacher throws number of bean bags into the air. Children scramble. Child who gets most bean bags may throw them next time.
Bend and Stretch Relay (aisle).....	Games. Bancroft. Page 50.
Hopping Race (aisle).....	Games. Bancroft. Page 106.
Circle Race	Circle on board. Two children start in opposite directions to race around room. Winner is child who touches circle first after running around room.

- Blackboard RaceGames. Bancroft. Page 53.
 Stage CoachGames. Bancroft. Page 185.
 Drop the Chalk.....Played similar to Drop the Handkerchief. Use chalk instead of handkerchief.
 Crossing the Brook.....Games. Bancroft. Page 74.
 Seat TagChildren in seats. One extra child. When teacher claps children change seats. Extra child tries to get seat.
 Fly Game (aisle).....See Birds Fly in Games, by Bancroft.
 Simon Says (aisle).....Teacher or child may say, "Simon says, 'Hands on Hips,'" etc. Child is out of game if he performs any exercise which is not preceded by "Simon Says."
 Playing Train or Railroad Train (aisle)Games. Bancroft.
 The Beetle Goes Round or (circle) Whip TagGames. Bancroft.
 Squirrel and Nut (aisle).....Games. Bancroft.
 Fox and the Squirrel (aisle).....Games. Bancroft.
 Today's the First Day of May (circle)Gymnastics & Folk Dancing, by Mary Wood Hinman.
 Drop Bean Bag (circle or aisle)...Played like Drop the Handkerchief.
 Come Along (aisle).....Two rows may race. Child in last seat runs to front of room around row and back to seat tapping person in front who does same thing. Continues until every child runs.
 Fruit Basket (circle or aisle)....Each player given a name of fruit. Child calls names of two fruits. The two children whose names were called change seats rapidly trying to keep child who is "it" from getting seat. When child who is it says, "Fruit Basket upset," everybody must move. Child who is without a seat is "it."
 Banner Leader (aisle).....Games. Bancroft.
 Soldiers' Caps (aisle).....Similar to "Simon Says." Leader says, "Soldier's Caps, Belts, Boots, Knapsacks." Children point to place where soldier would wear these things. Leader omits word "Soldier" as "Simon" is omitted.
 Tag the Wall Relay (aisle).....Physical Training for the Elementary Schools. Clark.
 Peas Porridge Hot (aisle).....Children face each other and clap hands to rhyme.
 1. Peas porridge hot
 Peas porridge cold
 Peas porridge in the pot
 Nine days old.
 2. Some like it hot
 Some like it cold
 Some like it in the pot
 Nine days old.

- Hunter Game (aisle).....Hunter starts out. As he goes he calls for his gun, powder, shot, bag, knife, dog, rabbit. They all follow placing hands on shoulders. When hunter says "scar" all try to reach seats before hunter can catch them.
- I Think of a Color (Seats).....Leader says, "I am thinking of a color. Its first letter is 'r'." Children guess, etc.
- Skipped Numbers (circle).....Teacher counts 1, 2, 3, 4, 5, 7, pointing to a child as each number is said. Child must detect skipped number and say quickly. If he fails he goes to the center.
- Who Am I?.....Child stands in front of room blindfolded. Children in seats when signaled by teacher say, "Who Am I?" Child guesses by sound of voice. Given three chances.
- Tap, Scissors, Tap (seats).....One child at seat given a pair of scissors. Blindfolded child at front of room says, "Tap Scissors, Tap." Child who has scissors taps on desk. Blindfolded child tries to guess who has scissors.
- Neighbor, Neighbor (aisle or circle)Played as rhyme is spoken or sung.
 Neighbor, neighbor, how art thou?
 Very well, I thank you.
 How's the neighbor next to thee?
 I don't know but I'll go see.

STORY PLAYS.

Reference—Physical Training for the Elementary Schools. Lydia Clark.
 The Playground.
 Going to the Woods.
 The Wind.
 Making Garden.
 Camping.
 Playing in the Snow.
 Picking Apples.
 Ringing Bells.
 Jumping Rope.
 Wading.
 Swaying Trees.
 Raking Leaves.
 Movements of carpenter, shoemaker and baker at work.

ACTIVITIES.

Run to the back of the room while I count 4.
 Sliding.
 Stretching.
 Swinging.
 Stooping.
 Stationary running.
 Clap to count.
 Stand and take suggestive breathing exercises.
 (a) Blow up paper sack and burst it.
 (b) Keep feather in air.
 (c) Blow out candles.

Marching.
 Skipping.
 Run and skip in place.
 March and skip to victrola.
 Clap to victrola.
 Swing arms to victrola.
 Run around room like an auto.

THIRD GRADE.

GAMES.

Game.	Reference or Description.
Auto Race (seats-aisle).....	Bancroft. Page 48.
Squirrel and Nuts (seats).....	Bancroft. Page 184.
Cat and Mouse.....	Bancroft. Page 59.
Good Afternoon (seats).....	Bancroft. Page 99.
Tag	Bancroft. Pages 191-192.
Race, Pass Eraser (seats).....	Give each child in front seat an eraser beginning at the same time the child runs around his row of seats and back and passes it to the one behind him. The row that gets through first wins.
Stepping Stones	In front of the room draw circles representing stones and the children come by rows and jump on the stones so that they don't get their feet wet. If their feet do get wet they are out of the race.
Bell Game (seats).....	One child leaves the room. One child or two rings a bell in the room. The child outside comes in and guesses who rang the bell. He guesses again, if he guesses correctly some one else is chosen.
Hens and Chickens (seats).....	A child leaves the room. Three or four children in the room says, "peep, peep." He comes back in and tries to guess the chicken that said, "peep, peep."
Seat Tag (seats).....	Have the children seated. Appoint a child to tag another in the next row. The one tagged tries to catch the other. If he gets in a close corner he may tag another one to be caught and he sits.
I Am Thinking of a Bird (seats) ..	This is a guessing game. The child may describe a bird and see if the class can tell its name by the description or he might describe an animal.
Pass the Book (race—seats).....	Give each child in front seat a book beginning at the same time the child runs around his row of seats and back and passes it to the one behind him. The row that gets through first wins.
Drop the Handkerchief (circle)...	Bancroft. Page 80.
I Say Stoop (circle).....	Bancroft. Page 113
Follow Your Leader (circle).....	Bancroft. Page 89.

- Squirrel and Tree (aisle).....Bancroft. Page 185.
 Initial Game (seat).....Bancroft. Page 224.
 Buzz (seat)Bancroft. Page 216.
 Do This and do That.....Bancroft. Page 75.
 StepBancroft. Page 188.
 Last Man (seat).....Bancroft. Page 126.
 Stage Coach (seat).....Bancroft. Page 185.
 Bean Bag Relay (aisle).....Bancroft. Page 303.
 Bean Bag Toss (circle).....Bancroft. Page 305.
 Seat TagBancroft. Page 234.
 Good MorningBancroft. Page 99.
 Blackboard Relay (seats).....Bancroft. Page 53.
 Pussy in the Corner (circle).....Bancroft. Page 163.
 Two Deep (circle).....Have the players form in a circle in single file; one player steps in front of his neighbor on the right, and each alternate player in quick succession around the circle does the same, thus accomplishing the end of bringing all of the players in couples one behind another.
- Riding the Bicycle (aisle).....Have the players stand, put their arms on desks and then pedal with their feet.
- Shoemaker Game (circle).....Double circle partners face each other, with arms, shoulder high and hands clenched, roll one arm over the other, three times. Reverse and roll three times. "Winding the thread." Pull hands apart and jerk elbows backward twice, "Pulling thread tight." Clap hands three times, hammer the first three times, "driving the peg." Join inside hands, outside hands on hips, skip around the ring. Repeat.
- Bean Bag on the Head (seats)....Give each child in first row, a bean bag, having same number in each row. All start at the same time by walking around his row of seats with the bean bag on his head, sitting, and giving the bag to the one behind him. The row which gets through quickest is the winner.
- With Whom Did You Sit? (seats)...A language game. The teacher asks, "With whom did you sit," and the child is to give the correct answer.
- Trip Around the World (seats)...Name each child the name of a country. The teacher calls out a name of a country. The child having that name runs around the room once. Then she calls on others.
- Fruit Game (seats,.....Name each row a different kind of fruit. When you call out apples for instance, the row apples runs around the room and sees who gets back to his seat the fastest and wins.
- Eraser Relay (seats).....Give each child in front seat an eraser. Beginning at the same time the child runs around his row of seats and back and passes it to the one behind him. The row that gets through first wins.

- Dog and the Bone (seats).....Have a child come and stand in the center of the room with his back turned to the class. Have an eraser for the bone beside the child. He is in a stooping position. Choose different children to try and tip toe up and get the bone without the dog hearing him. If he doesn't succeed he is the dog.
- Number Race (seats).....When all are ready disclose examples in addition, subtraction, multiplication, or division which have been concealed from sight. The one who has the largest number of correct answers within a give time wins.
- Bright Idea (seats).....Choose a child to go out of the room and the children in the room choose an object. When the child comes back in he says, "I have a bright idea," and some child will say, "What is it." He gets three guesses.
- Crab RaceHave two lines marked off. Have several children or as many as your space will admit; start them at one line, on their hands and knees, backwards. The one reaching the other line wins.
- Hunter and Squirrel.....Choose two boys and two girls to stand in the center of the room and they choose certain boys and girls for the squirrels and chase them until they catch them.

ACTIVITIES.

- Steps—tap, hop, heel and toe.
 Skipping.
 Swinging on desks.
 Stretching.
 Hand-clapping.
 Mount desks.
 Jumping seats by count.
 Marching.
 High-stepping horses.
 Hopping.
 Deep breathing exercises.

NOTES.

NOTES.

NOTES.

CHAPTER VI.
GENERAL REFERENCES FOR TEACHERS.

MILLER—

Education for the Needs of Life.

KIRKPATRICK—

Fundamentals of Child Study.
The Individual in the Making.

DEWEY—

How We Think.
Schools of Tomorrow.

JAMES—

Talks to Teachers.

BOBBITT—

The Curriculum.

FREEMAN—

The Psychology of the Common School Branches
How Children Learn.

STRAYER AND NORSWORTHY—

How to Teach.

SALISBURY—

The Theory of Teaching.

SCHROEDER—

The Psychology of Conduct.

PARKER—

General Methods of Teaching in Elementary Schools.

JUDD—

The Scientific Study of Education.

THORNDIKE—

Principles of Teaching.

McMURRY—

The Method of the Recitation.

The Eighteenth Year Book, Part II of the National Society for the Study
of Education.

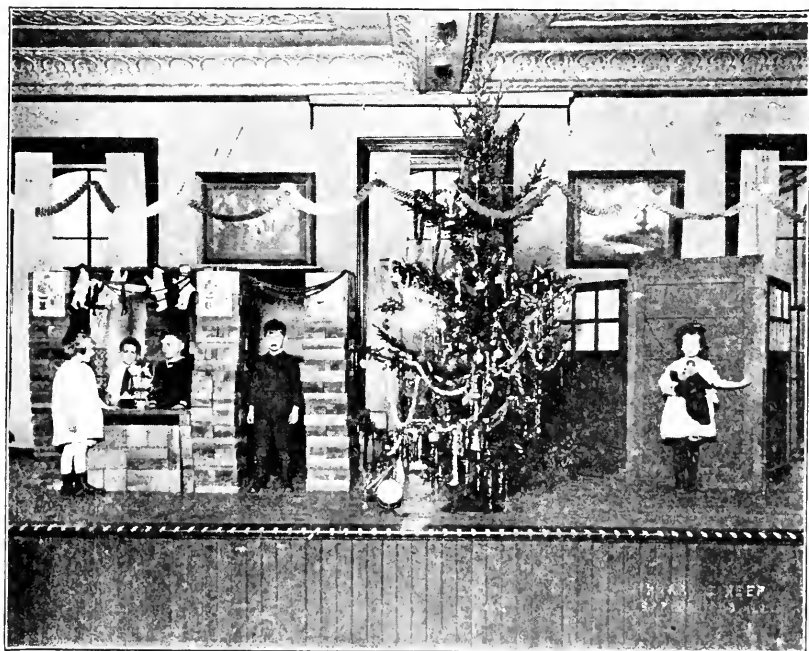
NOTES.

NOTES.

NOTES.



Playing Grocery Store—Junior Primary, Douglas School.



The Christmas Toy Shop—Junior Primary, Stuart School.

NOTES.

PART II. COURSE OF STUDY FOR JUNIOR PRIMARY.

CHAPTER I.

HOME AND COMMUNITY LIFE.

I. AIMS:

1. To arouse interest in the life relative to the community.
2. To enlarge the child's experience.
3. (a) To cultivate a feeling of responsibility in the child.
(b) To make him a better citizen.
4. To show him the continuity of life; the relation and dependence of one phase on another, uniting him with his family and in turn showing the relation of his family to the community.
5. To develop conversational ability.

II. SUBJECT MATTER:

The subject matter selected must be within the child's ability to understand. Subjects should be chosen which are best suited to enlarge the child's experience and must have value and importance in laying the foundation for his social life.

HOME AND COMMUNITY.

FIRST SEMESTER—SEPTEMBER—JANUARY.

1. Home:

Mother's activities.	{	cooking
Housekeeping:		dusting
	{	washing
		ironing
Preparation for winter:	{	canning
		preserving
	{	sewing

2. Play-house:

Housekeeping activities.
Sewing and caring for doll.

3. Doll's house:

Building house:	{	blocks
		boxes.
Construction of furniture:	{	paper
		wood

4. Food Supply:

Grocery
Dairy
school milk
Farm
Harvest and Thanksgiving

5. Christmas:

Spiritual—Christmas Story—Birth of Christ.
Fairy—Santa Claus.
Toy Shop.
Gift-making.

6. Community Life:

Stores
dry-goods store
clerk
delivery boy
drug store

Shops
 bakery
 blacksmith shop
 Public buildings and helpers
 museum
 library
 post office
 post-man
 fire department
 fireman
 fire engines
 police station
 policeman
 schools
 principal
 teachers
 janitor
 planing mill
 carpenter

SECOND SEMESTER—FEBRUARY-JUNE.

1. Street Helpers:
 Post-man—Valentine's Day.
 Policeman.
 Fireman.
2. Transportation:
 Street-car.
 Automobile.
 Trains.
3. Community Life:
 Dry goods store
 need and supply of clothing
 Public buildings
 museum
 library
 Fire department
 fire engines
 firemen
 Schools
 principal
 teachers
 janitor
 Planing mill
 carpenter
 Food supply
 grocery
 farm
 dairy
 bakery
 home and school garden
4. Seasonal Interests:
 Nature's awakening
 blossoms
 trees
 Animal life
 hen and chickens
 birds
 Parks and playgrounds
 Circus
 animals

5. Home:

Mother's activities

preparation for spring	{ sewing house-cleaning
care of baby	

III. METHOD:

There are several different ways of introducing new material selected from the home, community life or nature study. These may be introduced through the following:

1. An excursion.
2. Picture study illustrating activity to be introduced.
3. Conversation.
4. Child's own experience outside of school room.
5. Stories.

The following list of excursions are relative to the project or subject matter chosen. From this list select those excursions which are relative to the community life of the neighborhood and which may be utilized in the child's experience.

EXCURSIONS—WHAT TO SEE.

Food Supply:

Grocery Store—Observation of arrangement.

Farm—Animals, barns, windmill.

Community Life:

Toy Shop—Christmas.

Blacksmith Shop—Shoeing a horse.

Fire Department—Engines, firemen.

Bakery—To watch baking process.

Blue Valley Creamery—Churning and packing butter.

Walk to a child's home—To see pets.

Seasonal Interests:

Green-house—To see gardens, hot-beds, flowers.

Arsenal (Museum)—To see birds and animals.

Fair Grounds—To see animals and birds.

Park excursions—

Enos.

Washington.

Lincoln.

Bergen.

Iles.

Reservoir.

To gather leaves; to look for birds; to see plant or tree life; to see and use playgrounds.

IV. TESTS:

1. General knowledge on phases of community life, home life and nature study.
2. Ability to relate and organize experiences.

GROCERY STORE PROJECT.

The children visited a grocery store in our neighborhood. When they came back to the school they talked over the arrangement of the store we had visited as to the shelves, counter, etc., and planned their own store.

A group of children was chosen for carpenters and they built the grocery store using the large floor blocks. A counter was built first, shelves were built behind this, the children also made two little seats for the grocer to sit on, and a window for his groceries.

While the store was being built another group of children cut paper for the shelves, scalloping it. A few children made eggs of clay, and put them in crates and later sold them to the grocer.

Then they stocked the store with empty cans and boxes they had brought from home. When it was done we played "store," buying and selling our groceries.

Shortly after that we made another visit to the grocery store in our neighborhood. We bought from the grocer, two bottles of milk, a can of cocoa, and some graham crackers. These, the children brought back to the kindergarten, put them in our own store, and in turn sold them to another group which made cocoa. They measured the milk, and teaspoons of cocoa, and sugar. While the cocoa was boiling a table was set with a cloth, knives, forks, spoons and glasses. When every thing was ready we served cocoa to all of the children, passed the crackers and all of the children joined in our "party."

Later the children dictated to the teacher, simple sentences which told the story of our store. These were printed on a sheet of cardboard and read by the children. They knew no particular word in the chart but read and reread the chart because they knew what they had done.

A PARK PROJECT.

We spent a day at Lincoln Park, taking our dinners and staying to enjoy the whole park. This gave the children the idea of making a park. We had no sand table so we took one portion of the room for the park. Strips of drawing paper were used for driveways and enough small pebbles were picked up in the yard to line the sides of the driveways. Trees were our next concern. We put small branches in spools but it was spring and the trees were not bare. We cut crepe paper in very fine strips which served as leaves for our trees. A flag was suggested for the center of the park so a flag pole and a flag were made. Pine cones turned upside down were used in quantity for low shrubs. The children then started to work on the swings, merry-go-rounds and the chute-the-chutes. The materials used were tablet backs, chalk boxes, spools, string, small tacks, hammers and paste. A spool with a board over it made a very satisfactory teeter-totter. The children were very proud of their park and gained much pleasure while working on it.

This experience was summarized into a few sentences which the children dictated and the teacher printed with the sign marker, on a cardboard chart. This story the children pretended to read again and again.

PLAYHOUSE.

Introduction:

1. Teacher had been reading stories about Raggedy Ann from "Raggedy Ann Stories." A child suggested that they make a nursery just like the one Raggedy Ann lived in. Another child said he would rather have a whole house than just one room, so a vote was taken to decide which one they would make. A playhouse was favored by the majority, so the plans began immediately.

Preparation:

The following questions were discussed:

1. Of what are homes made?
2. Where does the wood come from? The brick?
3. Is there anything below the first floor? What is it used for?

4. What colors are used in painting houses? How often should a house be painted? Why?
5. What kind of wall paper is best for a kitchen? Living room? Bed room? (Samples were shown.)
6. Rugs. Various kinds. Which rugs do we use in the living room? Bed room? Kitchen?

Daily Work:

1. Boys built the house with the large blocks. When it was almost completed, one child discovered that there was no window, so it was rebuilt and this time a window was made.
2. Boys planned and made the various articles of furniture needed to furnish the house.
3. Sewing:
 - a. Care of the Doll.
 1. Where do we get material for our dresses? Where does the store-keeper get it?
 2. Do we use the same kind of material for winter as we do for summer?
 - b. Curtains and draperies were made for the window.
 - c. Bed clothes made for doll beds.
4. Washing and Ironing:
 - a. Care of table linen.
 - b. Dresses we wash and dresses we have dry cleaned.
 - c. Which pieces are boiled?
5. Care of the baby.
 - a. Daily bath.
 - b. Clean clothes.
 - c. Baby's rest.
 - d. Fresh air.
 - e. Food.
 - f. Play.
6. Study of Food:
 - a. Supply of food for the family.
 - b. Kinds of food mother gives us for breakfast; for lunch; for dinner.
 - c. Where does bread come from? Who makes it?
7. Clay Dishes:
 - a. Why do we use dishes?
 - b. How are they kept clean?
 - c. Do we use hot or cold water? Why?
8. Keeping the House Clean:
 - a. Sweeping and dusting.
 - b. Care of the furniture.
9. Pictures for the Wall:

(This question was raised because one little boy made many picture frames by tacking together four strips of wood. The girls cut pictures from magazines and pasted them on the picture frames.)

A reading chart was made based on this experience. The children told the teacher what to write and she recorded on the board the story of the making of their house. Later this was printed, by the teacher, on tag board and kept as a record of the experience. The children enjoyed reading the chart and in a short time knew many of the important words though no effort was made to have them do so.

NOTES.

CHAPTER II. MANUAL ARTS.

I. AIMS:

1. To develop energy, resourcefulness and persistence.
2. To give the child control over himself and material things.
3. To develop community spirit.

II. SUBJECT MATTER:

Through free experimentation with material, the child's natural constructive play will reproduce or imitate activities he sees about him. Suggestive toys such as dolls, or a playhouse, or play-screen will bring to the child's mind possibilities which he may realize by utilizing the material at hand. The doll suggests the clothes to be made; the play-house suggests the furniture; toy animals suggest barns or shelters, the building of the farm on the sand-table, the construction of houses and barns.

Materials such as blocks, wood and tools for carpentry work, sewing textiles, boxes, spools, paper bags, clay or plastacine are necessary to the child in formulating his ideas into concrete results.

A grocery store may be worked out, built with the large floor blocks. Fruit and vegetables may be made of clay and painted natural colors. Boxes may be used for egg crates filled with clay eggs. Cartons and paper bags can be made of the brown construction paper. Delivery wagons are constructed to provide for transportation.

In like manner the community may grow in one corner of the room, a building being added here and there; automobiles, street cars and wagons may be made of boxes. A child may work his house out in detail, constructing furniture, dressing a doll to live in it.

A dry goods store may develop from the building of the community. The need and supply of clothing may emphasize or suggest this. Doll's dresses can be cut and trimmed; money may be made to use in buying and selling, a pocket-book made to carry it in. At Christmas time the grocery store or dry goods store may be turned into a toy shop, where gifts can be bought and sold, also toys of the children's making.

III. METHOD:

A child's free experimentation may lead to group work, one child's result being adopted by the group. No formal work should be done with blocks or in working out a project. This should be left to the child's initiative with helpful suggestions or criticisms by other children or the teacher. New ideas grow out of the child's handling of material. Encourage the growth of new ideas; give the child opportunity to work them out as he sees fit. Imitation of other children's work is valuable to clarify and enrich his own confused ideas.

IV. TESTS:

1. Ability to handle materials intelligently.
2. To be able to complete that which he begins; the ability of reaching an end.

NOTES.

CHAPTER III. ART.

I. AIMS:

1. To encourage the child in seeing beauty in nature or works of art.
2. To develop knowledge and appreciation of color.
3. To develop a sense of arrangement or of fitness.

II. SUBJECT MATTER:

A child's expression through Art may be brought out in relation to celebration of certain days; Christmas, Easter and May Day offers suggestion for room decoration. Invitations may be made and decorated for parties; small favors may be made for the guests.

Books may be made, illustrating stories; a farm or garden book; a book of mother's activities. Illustrations of rhymes or the child's experiences may be made.

III. METHOD:

Free experimentation with materials leads later to more directed ideas. In making a book care should be taken that the book has a sense of arrangement. The pictures should be pasted in alike. There must be orderliness.

In decorating a room appropriate color arrangement should be used, colors that harmonize and which signify the season for which they are used; as orange and brown at Hallowe'en, red and green at Christmas; the lighter, softer colors for spring parties or festivals. The doll's house gives opportunity for color arrangement, the papering of the walls, the color of the rugs and furniture.

IV. TESTS:

1. Ability to name primary colors.
2. Ability to express himself through paper as a medium.
3. Intelligent interest in picture-study.

NOTES.

CHAPTER IV. NATURE STUDY.

I. AIMS:

1. To furnish greater pleasure in living through observation of growing things.
2. To encourage the child in a feeling of responsibility through care of pets.

II. SUBJECT MATTER:

Fall—Winter:

1. Nature's autumn coloring.
 - a. Wild flowers.
 - b. Leaves.
2. Preparation for Winter.
 - a. Garden.
 - b. Seeds.
 - c. Caterpillar's cocoon.
 - d. Animal preparation.
Warm fur coats.
3. Seasonal Changes.
 - a. Approach of winter.
 - b. Weather records—calendar marking.
 - c. Trees.
Christmas tree.
4. Home Studies.
 - a. Care of pets.
 - b. Care of domestic animals.
5. Health Records.
 - a. Food.
 - b. Air.
 - c. Bathing.
 - d. Clothing.

Spring:

Central thought—awakening of nature.

1. Awakening trees: maple, box elder, pussy-willow.
2. Awakening flowers; Jack-in-the-pulpit, dandelion, violet, crocus, spring beauty, etc.
3. Awakening seeds:
 - a. Dwarf nasturtium, lima bean.
 - b. School room gardens.
 - c. Home gardens.
4. Returning birds: robin, blue-bird, cardinal, grossbeak, flicker, etc.
5. New animal life: hen and chickens, rabbits, birds, etc.
6. Changing seasons: wind, rain, changes in brook life.

III. METHOD:

A child gains knowledge of nature through his first hand experience. An excursion to observe; a first hand experience in his own garden. He may recall his own experiences through the conversation of the group. An "All-Year-Round" book may be made of cuttings, drawings, and a collection of leaves or seeds, illustrating the change of seasons. School-room gardens may be made, planting bulbs in the Fall and watching for the awakening in the Spring.

IV. TESTS:

1. Ability to name seasons and weather changes.
2. Knowledge of the growth of seeds. The natural elements which aid the growth, the sun, rain and wind. The carrying of the seeds by the wind, etc.
3. Ability to name and describe at least three birds.

NOTES.

CHAPTER V. MUSIC.

I. AIMS:

1. To awaken a desire to sing.
2. To develop a child's sense of rhythm.
3. To give joy.

II. SUBJECT MATTER:

Children respond to music vocal or instrumental. There are various types of songs used in the Junior Primary. Among these are greeting songs, festival or holiday songs, songs of activities or industry and through these the child's experiences are described and retold. The following list of songs are representative of these types:

SONGS.

Asking Mother	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Balloon, The	Songs for Children.
Big Black Crow.....	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Birthday Greeting	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Blue Bird, The.....	Small Songs for Small Singers. G. Schirmer Co.
Boat Song, No. 1.....	Music Education, Book II. Clayton F. Summy.
Bunny	Small Songs for Small Singers. G. Schirmer Co.
Bugle Call	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Buttercups	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Butterfly, The	Song Primer. A. S. Barnes.
Caterpillar, The	Small Songs for Small Singers. G. Schirmer Co.
Chicks	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Childs Thanks, A.....	Songs for Little People. Pilgrim Press.
Christmas Tree	Songs for Little People. Pilgrim Press.
Cow, The	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Daisies	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Farmyard, The	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Fruit Vender, The.....	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Good Bye	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Good Morning	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
I'm Five Years Old.....	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Jack Frost	Dann 1st Year Music. American Book Co.
Jack Frost	Song Stories for Kdg. Clayton F. Summy.
Jack and Jill.....	Modern Music Series. Silver, Burdett Co.
Jack O'Lantern	Song Series. A. S. Barnes.

Kitten and the Bow-wow, The	Small Songs for Small Singers. G. Schirmer Co.
Little Birds Song, A.....	Song for Little Children. The Willis Music Co.
May	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Merry Breeze, The.....	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Moon Man	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Mousie and Kittie.....	Songs for Little Children. Willis Music Co.
Mr. Duck and Mr. Turkey...	Small Songs for Small Singers. G. Schirmer Co.
Mr. Frog	Small Songs for Small Singers. G. Schirmer Co.
My Dog	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
North Wind	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Our Garden	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Rain, The	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Robin's Good-by, The.....	Songs for Little Children. Willis Music Co.
Robin Red Breast.....	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Rock-a-bye	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Rooster, The	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
See Saw	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Six Little Puppies.....	Small Songs for Small Singers. G. Schirmer Co.
Sparrows	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Spring is Here.....	Child Land in Song & Rhythm. Arthur P. Schmidt Co.
Tick Tock	Dann 1st Year Music. American Book Co.
Tiddley Winks	Small Songs for Small Singers. G. Schirmer Co.
World is so Full of a Num- ber of Things.....	Songs for Little People. Pilgrim Press.
Wind Song	Song Stories for Kdg. Clayton F. Summy.
What Can I Give Him.....	Songs for Little People. Pilgrim Press.

2. RHYTHM WORK.

Bodily Rhythms.

A. PIANO:

Marches:

1. The Brownie Band.
Child Land in Song and Rhythm—Jones & Barbour.
2. No Surrender—Collection of Marches—Morrison.
3. Holiday March.
Child Land in Song and Rhythm—Jones & Barbour.
4. Young Sentinel March.
Rhythms for Home and Kindergarten.

Skips:

1. A Skip—Child Land in Song and Rhythm—Jones & Barbour.
2. Reaper's Dance—Mari Hofer, Vol. II.
3. Rustic Dance—Rhythms for Home and Kindergarten.

Tip-toe Running:

1. Snow-flakes.
Child Land in Song and Rhythm—Jones & Barbour.
2. Sun-beams at Play.
Child Land in Song and Rhythm—Jones & Barbour.
3. Brownies—Hofer, Vol. II, Clayton Summy Co.

Trotting and Running Horses:

1. Arabia.
Original Dances of all Nations—G. Martaine.
2. Rough Riders—Mari Hofer, Vol. II.
3. Playing Horse.
Dramatic Games and Dances for Little Children—A. S. Barnes Co.
4. High Stepping Horses.
Rhythms for Home and Kindergarten.

Flying Birds:

1. Robin Redbreast.
Child Land in Song and Rhythm—Jones & Barbour.
2. Flying Birds.
Rhythms for Home and Kindergarten—W. H. Willis & Co.

Miscellaneous:

1. Daisies—Nodding and Walking.
Child Land in Song and Rhythm—Jones & Barbour.
2. March of Mourning Marionettes—Dolls or Teddy Bears.
Standard Song Classics—Baldwin & Newton.
3. Swing Song—Esipoff—Allison Ditsen Co.
4. Skating—Emil Otto—Allison Ditsen Co.
5. Gladys at Play—Jumping rope—Hofer, Vol. III.
6. The Locomotive.
Child Land in Song and Rhythm—Jones & Barbour.
7. Wheelbarrow.
Rhythms for Home and Kindergarten.
8. Hippity-Hop—Plays and Dances—Milton Bradley Co.
9. Skating.
Rhythms for Home and Kindergarten.
10. Squirrel.
Rhythms for Home and Kindergarten.
11. Hobby-horse.
Rhythms for Home and Kindergarten.

Tests:

1. Be able to distinguish at least three rhythms.

*B. PHONOGRAPH:**Flying Birds:*

Cupid and Butterfly.....Victor 35532 B

Free Expression:

Teddy Bears' Picnic.....Victor 16001 A
Wooden Shoe Dance.....Victor 18216

Galloping:

Light Cavalry Overture.....Columbia A 3126
On the Wing.....Victor 17368 B
Wild Rider Columbia A 3128

Marching:

Clayton's Grand March.....	Victor	35397 A & B
El Captain.....	Victor	35389 B
Happy Days March.....	Victor	16001 B
March Militaire	Columbia	A 3126
Semper Fidelis March.....	Victor	35208 B
Washington Post March.....	Victor	17302 A

Skipping:

Rhythm Medley	Victor	18548 A & B
Rhythm Medley	Victor	18253 A & B

Swaying:

Rock-a-Bye-Baby	Columbia	A 3095
Sleep Baby Sleep.....	Columbia	A 3095

Walking:

Minuet in G.....	Columbia	A 3093
------------------	----------------	--------

BAND RHYTHMS.

The Brownie Band	}	Child Land in Song and Rhythm— Jones & Barbour.
Wooden Shoe Dance		
The Drum		
Bugle Call		
Arabia—Original Dances of all Nations—Academic Music Co.		
The Harmonious Blacksmith—Handel.		
Anvil Chorus—Il Trovatore.		

3. MUSIC APPRECIATION.

A. PIANO:

Beautiful Blue Danube.....	Rhythms for Home & Kdg. W. H. Willis Co.
Dance of the Forest Elves (Greig)	O. Ditson Co.
Fairy Dance, The.....	Hofer, Vol. III. Clayton F. Summy.
Ghost in the Chimney, The..	Hofer, Vol. III. Clayton F. Summy.
Huntman's Song (Schumann)	Rhythms for Home & Kdg. W. H. Willis Co.
Meditation (Hady)	Rhythms for Home & Kdg. W. H. Willis Co.
Melody in F (Mendelssohn)	Hofer Books.
Melody in F (Rubinstein) ..	Rhythms for Home & Kdg. W. H. Willis Co.
Petite Barcarolle	W. H. Peate Music Co., Utica N. Y.
Rain Fairies, The.....	O. Ditson Co.
Riders Story, The.....	Hofer, Vol. III. Clayton F. Summy.
Slumber Song (Schumann) ..	O. Ditson Co.
Song of the Brook (H. D. Hewitt)	Any Music Store.
Spring Songs (Mendelssohn)	Hofer Books.
Under the Leaves (M. Thome')	Hofer Books.

B. VICTROLA:

Adeste Fideles	Victor	18664 A & B
Bee, The	Victor	64076
Berceuse	Columbia	A 3093
Berceuse	Victor	17454
Bird Calls	Columbia	A 2860
Hark, Hark the Lark.....	Victor	64629
Huntsman, The	Columbia	A 3128
In a Clock Store.....	Victor	35324 B
Little Hunters	Victor	18598 A & B
Little Sandman	Columbia	A 3120
Lullaby From Erminie.....	Victor	18622
Minuet in G (No. 2 Beethoven).....	Victor	64620
Native Birds	Victor	55049
Nutcracker Suite, The.....	Victor	64103
Prelude in A Major.....	Columbia	A 3094
Silent Night	Columbia	A 3121
Silent Night	Victor	1742 A
Sleep, Baby Sleep.....	Columbia	3095
Songs and Calls of Birds.....	Victor	17735 B
Swan, The	Victor	45096
Sweet and Low.....	Columbia	A 3119
Theme From Ninth Symphony.....	Columbia	A 3122
Warblers Serenade, The.....	Victor	17380 B
Whistler and His Dog.....	Victor	17380 A

4. SINGING AND ACTION GAMES.

1. A Hunting We Will Go. American Games. Saul Bros.
2. Baa, Baa, Black Sheep. Physical Training for Elementary Grades. Clark.
3. Circus, The. Vol. II. Mary Wood Hinman.
4. Did You Ever See a Lassie. English and American Games. Saul Bros.
5. Farmer in the Dell, The. Mari Hofer Singing Games. For variety the game may be played with the farmer choosing animals; a cow, a horse, a dog, and a cat. When the last animal is chosen a "gate" is made and the animals all run out. The farmer catches them and puts them back in the "barn."
6. Hickory Dickory Dock. Physical Training for Elementary Grades. Clark.
7. How do You do My Partner. Mari Hofer Folk Games.
8. I See You. Progressive Music Series. Silver, Burdett & Co.
9. I'm Very Very Tall.

"I'm very very tall
 I'm very very small
 Very tall—very small
 Guess which I am now."

The children form a circle about one child in center who is blind folded. For "very tall" they stand upright, for "very small" they stoop. They do this several times and at the end the blindfolded child guesses whether they are tall or small.

10. Let Us Wash Our Dollies' Clothes. Music From Neidlinger.

"Let us wash our dollies' clothes
 Let us wring them out so dry
 And then we'll turn them inside out
 And hang them up so high."

The action is carried out with the words.

11. Looby Loo. Bancroft's Games.
12. London Bridge. Bancroft's Games.
13. Mulberry Bush. Bancroft's Games.
14. Musicians, The. Marie Hofer Folk Games.
15. Muffin Man, The. Bancroft's Games.
16. Merry-go-round. Rhythmic Action Plays and Dances.
17. Oats, Peas, Beans. Bancroft's Games.
18. Ring-a-ring o'roses. Progressive Music Series, Book I.
19. Round and Round the Village. Bancroft's Games.
20. Shoemaker's Dance. Progressive Music Series.
21. Sleeping Beauty. Dramatic Games and Dances. Crawford.
22. Snowman, The. Physical Training for Elementary Grades.
23. This is the Way My Dolly Walks. Games and Dances for Children.
24. Tin Soldiers. Rhythmic Action Plays and Dances.
25. Yankee Doodle. Rhythmic Action Plays and Dances.

NOTES.

NOTES.

CHAPTER VI. LITERATURE.

Aims:

1. To give pleasure.
2. To arouse the imagination.
3. To develop appreciation of good literature.

Subject Matter:

A. Stories.

There are several types of stories which may be told in the junior primary. Among these are humorous stories, dealing with situations which create humor only; fairy stories dealing with characters which arouse and develop the imagination, characters which the child knows are unreal and which afford him unhampered play of his imagination; realistic stories dealing with situations which arise in the every day life and experiences of the child. Great care should be taken in choosing a story to convey a moral. The moral itself should never be stated. The child must feel the moral rather than have it pointed out or emphasized. The following list of stories are representative of these various types:

Big Red Apple—Story Tellers Book—O'Grady.
China Rabbit Family, The—Child World—Poulsson.
Christmas Story, Luke's Version, Bible.
Elves and the Shoemaker—Stories to Tell to Children—Bryant.
Epaminondas—Stories to Tell to Children—Bryant.
Gingerbread Man, The—Stories to Tell to Children—Bryant.
Golden Cob-webs, The—How to Tell Stories to Children.
Half-Chick—Story Teller's Book—O'Grady.
How Patty Gave Thanks—Child World—Poulsson.
Little Black Sambo—Bannerman.
Lion and the Mouse, The—Aesop Fables.
Little Fir Tree, The—Stories to Tell to Children—Bryant.
Little Rabbit Who Wanted Red Wings—For the Story Teller.
Little Rabbit and the Sieve—Uncle Remus—Appleton.
Little Kitten Who Forgot Kitten Talk—Progressive Road—Story Steps.
Mr. Easter Hare—For the Children's Hour—Bailey and Lewis.
North-wind at Play—In the Child World.
Old Woman and Her Pig, The—Story Teller's Book.
Old Woman Who Lived in a Vinegar Bottle—Story Teller's Book—O'Grady.
Peter Rabbit—Potter.
Pig and His Five Senses, The—Progressive Road—Story Steps.
Straw-Ox, The—Story Teller's Book—O'Grady.
Street Musicians, The—Story Teller's Book—O'Grady.
Strawberry Shortcake, The—Stories Garden—Lindsay.
Snow-ball, The—Stories Garden—Lindsay.
Tar Baby, The—Uncle Remus—Appleton.
Ten Pennies—Stories Garden—Lindsay.
Three Bears—Story Teller's Book—O'Grady.
Three Little Pigs—Story Teller's Book—O'Grady.
Three Billy Goats Gruff—Story Teller's Book—O'Grady.
Three Little Christmas Trees That Grew on a Hill—Story Teller's Book—O'Grady.
Three Guesses—Stories Garden—Lindsay.
Tickity-Tock—Stories Garden—Lindsay.
Travels of a Fox—For the Children's Hour—Bailey & Lewis.

Velocipede That Went by Itself, The—Stories to Tell to the Littlest Ones—Sarah Cone Bryant.
 Wake-up Story, The—In the Child's World.
 Wind's Work, The—Mother Stories.

REFERENCE TO PUBLISHERS.

The Story Teller's Book—O'Grady—Rand, McNally & Co.
 Child World—Poulsson—Milton Bradley Co.
 For the Children's Hour—Milton Bradley Co.
 Mother Stories—Milton-Bradley Co.
 For the Story Teller—Milton, Bradley Co.
 Stories to Tell to Children—Bryant—Houghton, Mifflin Co.
 Stories Garden—Lindsay—Lothrop, Lee & Shepard Co.
 Stories to Tell to the Littlest Ones—Bryant—Houghton, Mifflin Co.

Method:

Ten different stories selected from the above list should be told to the children throughout the semester. Stories should be told, rather than read to the children. Make no effort to have the children learn the stories so that they can reproduce them. Stories should not become mechanical, nor should they be memorized in the Junior Primary. It is better to repeat stories than to encourage the child in the desire for constant stimulation through the use of new material.

Tests:

1. To be able to follow the story intelligently.
2. To give principal incidents in correct sequence.

B. Poems.

Poems which are descriptive of a child's own experiences should be given to him to clarify and interpret these experiences. The following list of poems is easily adapted to the child's vocabulary and ability to memorize:

Baby's Breakfast—Poulsson.
 Cow, The, 1st verse—Robt. L. Stevenson.
 Do You Know How Many Stars—Pinafore Palace.
 Happy Thought—Robt. L. Stevenson.
 In My Little Garden Bed—Poulsson.
 Little Robin Redbreast—Heart of Oak Series.
 Rain—Robt. L. Stevenson.
 Rainbow, The—Rossetti.
 Singing—Robt. L. Stevenson.
 Time to Rise—Robt. L. Stevenson.
 Wind, The—Rossetti.
 Wrens and Robins—Rossetti.
 What They Do—Rossetti.

Method:

From the above list of poems at least five should be selected to teach to children.

From the following list select poems to read to children, as they are too long to be memorized:

A City Mouse Lived in a House—Rossetti.
 Bed in Summer—Robt. L. Stevenson.
 My Shadow—Robt. L. Stevenson.
 My Bed is a Boat—Robt. L. Stevenson.
 One and One—Pinafore Palace.
 Night Before Christmas, The—C. C. Moore.
 Swing, The—Robt. L. Stevenson.
 Wind, The—Robt. L. Stevenson.
 Who Likes the Rain—Pinafore Palace.

Mother Goose rhymes are good for little children. Many of the simple ones should be given. The rhythm of the words make them a delight to the child. From the following Mother Goose rhymes select ten or twelve to teach to the child:

Baa, Baa, Black Sheep.
Bye, Baby Bunting.
Diddle Diddle Dumpling.
Hey Diddle Diddle.
Hickory Dickory Dock.
Higgledy Piggledy.
Humpty Dumpty.
Jack and Jill.
Jack Be Nimble.
Little Bo Peep.
Little Boy Blue.
Little Jack Horner.
Little Miss Muffet.
Man in the Moon.
Mistress Mary.
Old Mother Hubbard.
Once I Saw a Little Bird.
One, Two Buckle My Shoe.
One Misty Moisty Morning.
Peter Peter Pumpkin Eater.
Polly Put the Kettle On.
Pussy Cat, Pussy Cat.
Queen of Hearts, The.
Rain, Rain.
Sing a Song of Sixpence.
There Was a Crooked Man.
There Was an Old Woman Who Lived in a Shoe.
This Little Pig Went to Market.
Two Little Birds.

Tests:

1. Be able to repeat at least five Mother Goose rhymes.
2. Be able to say two other poems.

NOTES.

NOTES.

LIBRARY OF CONGRESS



0 019 840 208 4